NAMING THE DISCIPLINE: A COMPARISON OF THREE LANDSCAPE ARCHITECTURE PROGRAMS IN BEIJING, CHINA

BY

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THESIS

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ABSTRACT

Educators in China use different titles to name the discipline of landscape architecture. They have tried to find a word equivalent to the English term "landscape architecture," without consensus, since the early 20th century. Especially since the 1980s, this lack of agreement has led to vigorous debate. This phenomenon is a result of people's different understanding of "landscape architecture," its scope and purpose. There are two main streams in this argument, "景观" (*jingguan*) and "风景园林" (*fengjing yuanlin*). Articles have been written that analyze this dichotomy from two aspects: one is the linguistic difference between the two words, the other is practical difference in between designer's approach.

However, the difference among educators' view of history is another valuable aspect of this debate. Is this discipline a completely new one, or does it have a strong connection to the past? Here the biggest concern is about the value of traditional culture. This thesis studies landscape architecture education in China (not including HongKong, Macao, and Taiwan), in order to learn what current educators believe about this discipline: e.g. their various attitudes to the past, contemporary issues in China, and their educational practices. Three Master of Landscape Architecture programs have been chosen in Beijing (Tsinghua University, Peking University, and Beijing Forestry University) to investigate educators' thinking and teaching.

The data for research is drawn from interviews of some of the faculty members in these three programs, and literature review of some leading educators' publications. The investigation also includes the institutions' history and publications, and some of the students' design work. Coding has been used to find the themes from the data.

The results of the investigation show that educators' different views of history drive the argument regarding naming the discipline: some emphasize the continuity of the past to seek an evolution; while some try to break with past to seek a revolution. However, both groups share the desire to better communicate. Educators also share a consensus on contemporary issues in China, in terms of three major concerns: urban issue, environmental issue, cultural identity issue. Finally, their educational philosophies generally match their teaching, and learning outcomes are quickly translated into design market due to the blooming construction practice in China.

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TABLE OF CONTENTS

CHAPTER 1: INTRODUCTION 1
1.1 Research Problem 1
1.2 Rationale for the Project 3

CHAPTER 2: LITERATURE REVIEW 4
2.1 Background of Landscape Architecture Education in China 4
2.2 Background of Landscape Architecture Program in Tsinghua University 8
2.3 Argument of Naming this Discipline 16
2.4 Research Objectives 17

CHAPTER 3: RESEARCH DESIGN 19
3.1 Methods 19
3.2 Data Collection 21
3.3 Data Analysis 23

CHAPTER 4: RESULTS AND FINDINGS 25
4.1 Study of Landscape Architecture Program in Tsinghua University 25
4.2 Comparison Study 48

CHAPTER 5: DISCUSSION 59
5.1 Imported Western Knowledge is not the Main Reason for the Argument of Naming the Discipline Today 59
5.2 Educators Hold Different Views of the Past 61
5.3 Educators' Understanding of Contemporary Issues of China 67
5.4 Educators Hold Different Attitudes toward Naming the Discipline 68
5.5 Educators' Thinking Generally Match Their Teaching Practice 71
5.6 Educators' Thinking Transfer to the Design Market Quickly 72
5.7 The Desire for More Communication and Tolerance 73
5.8 Benefits and Limitations of This Study 74

REFERENCES 76

APPENDIX A: The Curriculum of Landscape Studies Group 80
APPENDIX B: Interview Questions 81
APPENDIX C: IRB Approval Letter 82
APPENDIX D: Timeline of Education in Landscape Architecture in China 83
APPENDIX E: Tsinghua Students' Thesis Topics 84

CHAPTER 1

INTRODUCTION

1.1 RESEARCH PROBLEM

In J. B. Jackson's essay, *The Word Itself*, he explained the literal meaning of "landscape" in European tradition. "Landscape is a space on the surface of the earth; intuitively we know that it is a space with a degree of permanence, with its own distinct character, either topographical or cultural, and above all a space shard by a group of people" (1984, 5). He also reviewed the derivation of this word. "Landscape is a compound, and its components hark back to that ancient Indo-European idiom, brought out of Asia by migrating peoples thousands of years ago, that became the basis of almost all modern European languages-Latin Celtic and Germanic and Slavic and Greek" (1984, 5). In the Latin language, landscape originated from "*pagus*," which meant a defined rural district. And in old English, there were "*landskipe*" and "*landscaef*," and others. In German, "*landschaft*" meant a small administrative unit. In the Dutch, there was a word "*landscap*." In French there were several words, "*terroir*," "*pays*," "*paysage*," and "*champagne*." In England, landscape usually contained human element, while in America, the word referred mostly to natural scenery only (Jackson 1984, 5-7).

Then what is the meaning of landscape in China? What is the meaning of landscape architecture in China? Similar to Europe, China has a long history of gardening, and a short history of landscape architecture. How the past history reflect on today, or the future?

My research begins with the argument of naming this discipline. Educators in China use different titles to nominate the discipline. And they have tried to find a word as an equivalent to the English term "landscape architecture", without consensus, since the early 20th century. Especially after the 1980s, the lack of agreement became a tough debate, and slowed down the development of this discipline. This phenomenon is a result of educators' different understanding of "landscape architecture," its scope and purpose.

The negative effects are obvious. Though we should encourage diversity in design, and we do not expect all educators to have the same definition of landscape architecture, we still need a general principle to distinguish our discipline from others. As Margarita Hill wrote, "We implement pedagogic theory when we organize our lectures; choose certain readings over others; plan the content and approach to instruction; choose the site and scope of the studio project" (2005, 119). Educator's teaching will definitely have an impact on their students who are the

future designers. And almost every educator also plays a role as a designer in China, because of the tremendous construction need today. Thus the debate over the scope of the field may prevent this profession from gaining a leadership status in society. On the other hand, the lack of consensus on naming the discipline will mislead people outside the field, and limit the development of the discipline. For example, if the clients do not know what landscape architect can do, they will not hire them or alternatively they may hire an architect or a gardener, or an environment engineer. Therefore the definition of 'landscape architecture' is a big issue in China.

Due to the continuous economic growth, people in China are placing greater expectation upon their living environment. Landscape architecture develops rapidly, as a field of practice, and has come to a crucial period. As a profession, landscape architecture is in an indeterminate form, yet has the potential to become the leading discipline in design. Education as the foundation shapes the discipline's future greatly. This thesis therefore studies landscape architecture education in China (not including HongKong, Macao, and Taiwan), in order to learn what current educators believe about this discipline: e.g. their various attitudes to the past, contemporary issues in China, and their educational practices. Because most educators in China also play a practical role in design work, their educational philosophy will soon affect the built environment as well as their students. Research about these individuals may help explain the development and trends of the whole industry from one side. To do this, three Master of Landscape Architecture programs have been chosen in Beijing to investigate educators' thinking and teaching.

In this thesis I will frame the debate from an academic perspective. There are two main streams in this argument, "景观" (*jingguan*) and "风景园林" (*fengjingyuanlin*). Articles have been written that analyze these two terms from two aspects: one is the linguistic difference between the two words, the other is designer's different practice under the two titles. However understanding the difference among educators' view of history is another valuable aspect of this study. According to their views, there seem to be two ways leading to the future of China *evolution* or *revolution*. One of the differences between them is their attitudes to tradition, to the past. Evolution tends to give more respect to history and predecessors, and develops gradually, while revolution celebrates radical changes, like mutation in biology. Is the discipline emerging today in China a completely new one or does it have a strong connection to the past? Here the biggest concern is about the value of traditional culture. As one of the four great ancient civilizations (Ancient Egypt, Ancient India, China, Babylon), China has a long history of garden design and horticulture. In the last 30 years, the rapidly developing economy of mainland China has helped many people rebuild their self-confidence about traditional culture. As a result, the

perception and perspective people should hold when they look at China's past and the future has become a hot topic.

There is a Chinese sentence "教育是立国之本," which means that education is the foundation of a country. Although Landscape architecture education in China is growing and isn't mature yet, there are many opportunities to secure a leading role for this discipline. The main purpose of my research is to provide some basic information about landscape architecture education in China and an opportunity for educators to think about the developing direction of this discipline. The research question is: how does an educator's view of history and thinking about contemporary issues, shape his or her educational practice?

1.2 RATIONALE FOR THE PROJECT

My literature review suggests that there are profound disagreements on naming the discipline in China. This is confirmed by my own experience when I studied design in China. This variation also leads to a confusion of the certification of students, especially when they apply to foreign institutions, as well as many other negative results. Therefore I am interested in this argument of naming the discipline.

As research went deeper, I realized the argument not only results from different understandings of the terms, but also the distinction between their education philosophies. Moreover, because there are more and more students studying abroad, it raises the importance of understanding China's education. This research opens a window to Landscape Architecture education in China.

I finished my final design and paper in the landscape department of Tsinghua University in 2008 (Tsinghua offers an opportunity for architecture students to finish their final design and paper in the landscape architecture department). Thus I have one year of landscape study experience in China. I am an insider to the educational culture in China. At the same time, because I am studying landscape architecture in the US, I can see this from a distance. Hence, I am an outsider also. This dual identity gives me an advantage for doing this research.

CHAPTER 2

LITERATURE REVIEW

2.1 BACKGROUND OF LANDSCAPE ARCHITECTURE EDUCATION IN CHINA

Development Sequence of Landscape Architecture Education in China

This section is mostly based on Dr. Guangsi Lin's dissertation in 2007 *A Study on Landscape Architecture Discipline and Specialty Setting in China*: Dr. Lin explained that in China, knowledge of landscape architecture has been imported from Japan and directly or indirectly imported from America; in 1924Sen Xu published an article in the journal *Science*,[1] in which he introduced the American Society of Landscape Architects (ASLA), and translated "landscape architecture" to *meishujianzhu* (美术建筑) (2007).[2] Dr. Lin summarized landscape education history into the following six sections (Figure 2.1 and 2.2):[3]

- Ornamental horticulture[4] (观赏园艺学)

  1902年，直隶（现河北省）高等农业学堂在保定成立，设立直隶农事试验场内分蚕桑、森林、园艺、农艺四科……1921年，东南大学创办了我国高等学校中最早的园艺系，吴耕民（1896-1991）是该系的主要骨干教师。

  In 1902, the school Gandeng Nongye Xuetang (高等农业学堂) was set up in Zhili (today's Hebei Province), and it had Zhili Nongshi Shiyanchang (直隶农事试验场), which included four parts: sericulture, forestry, horticulture and agriculture…in 1921, Southeast University founded the first horticulture program in advanced education in our country, Professor Gengnong Wu (1896-1991) was the main teacher (who graduated from Beijing Nongye Zhuanmen Xuexiao [北京农业专门学校] ,[5] and Xingjin Yuanyi Shiyanchang [兴津园艺试验场] in Japan)[6] (2007, 18-20)[7]

[1] Chinese academic publication
[2] Architecture means *jianzhu* (建筑) in Chinese. *Meishu* is similar to art or painting.
[3] Author's note: I use Italicized character to translate the schools or terms which do not have a formal translation; usually they are old schools and have changed their name today or have closed. If any have formal translations I will use them.
[4] Translated by author
[5] An agriculture school in Beijing
[6] A horticulture school in Japan

From the 1930s to 1950s, University of Nanking (金陵大学), Wuhan University, Fudan University, and *Shenyang Nongxueyuan* (沈阳农学院) opened this kind of program (2007, 20-21).

- Landscape gardening (造园学)[8]

Dr. Lin studied the history of *Jiangsusheng dier nongye xuexiao* (江苏省立第二农业学校), which opened courses in landscape gardening studies and ornamental trees in 1924, up to the time of the Landscape Studies Group. Some key figures include: Professor Shouyu Zhang (graduated from Japan), Professor Xiaoyan Fan (graduated from France), Professor Gengnong Wu, and Professor Ju Li (graduated from France). Professor Ju Li designed several public parks in this period. In the 1930s Professor Zhi Chen wrote *zaoyuanxue gailun* (principles of landscape architecture) for his class, which address public parks, urban beautification, cemeteries, and western landscape history. Followed this stream, the Landscape Studies Group was set up in 1951 which is considered to be the first landscape architecture program in People's Republic of China for educators (2007, 17-19).

- Urban and residential landscape planning (城市及居民区绿化)[9]

1957年11月……北京林业学院建立了城市及居民区绿化系，这是本学科在全国最早建立的系（现北京林业大学园林学院）……汪菊渊院士……说："'城市及居民区绿化'千真万确地不能就是'造园学'……它的范围比园林艺术或造园雪的更为广大……1956-1957年，《全国农业发展纲要》里提出'在十二年内绿化一切可以绿化的荒山荒地'，我们对于这句话的认识就是它并不仅指造林：荒山，尤其是荒地的绿化，可以是造林也可以是造园…… "1993年10月，北京林业大学园林学院被批准设立风景园林规划与设计学科博士点……1995年第一名博士朱育帆先生入学，标志着中国LA学科教育体系的完整建立。

……Beijing Forestry University (BFU) founded the Urban and Residential Landscape Planning Department in November 1957, which was the first department [level program] teaching landscape architecture[10]*… Academician Juyuan Wang…said: "Urban and residential landscape planning is definitely not landscape gardening…its scope is much broader than artificial garden and landscape gardening…from 1956 to 1957, the National Programme for*

[7] Background of Professor Gengnong Wu is in note3 on page 20 in 《A Study on Landscape Architecture Discipline and Specialty Setting in China》

[8] Translated by author

[9] Translated by Professor Xin Wu (American University, Washington DC)

[10] The Urban and Residential Landscape Planning Department was born from the Landscape Studies Group.

Agricultural Development claimed that greening would happen in all the possible abandoned mountains and land in the next twelve years. Our understanding of this sentence is that, (greening) is not limited to forestation. To green abandoned mountain, especially abandoned land, (we) could make forestry or create park..." (2007, 24) In October 1993, BFU landscape architecture school was authorized to set up landscape planning and design doctoral degree…in 1995, the first doctoral student Yufan Zhun entered this program, and this symbolized the foundation of an entire landscape education system (2007, 24).[11]

- Landscape planning (园林学)[12]

As Lin wrote: 1958年秋季，在大跃进的浪潮下，同济大学在城市建设系的城市规划专业1956级中分设了园林规划专门化……1960年…建筑工程部在武汉城市建设学院设立了园林专业，由曾在北京林学院城市及居民区绿化专业任教的余树勋先生主持，其他主要教员也是该专业的毕业生……余树勋先生……尝试了把园艺学和建筑学相融合……这是继北京农业大学造园组合浙江大学森林造园教研组之后的又一次成功的尝试……1964年1月……北京林学院的城市及居民区绿化专业改名为园林专业，城市及居民区绿化系改名为园林系。

In the autumn of 1958, within the context of Great Leap,[13] *Tongji University set up landscape planning group (园林规划专门化) in urban planning specialty under urban construction department (Dong 1999)… in 1960…Wuhan Chengshi Jianshe Xueyuan (武汉城市建设学院)*[14] *set up landscape specialty. Professor Shuxun Yu came to teach, who used to teach in BFU urban and residential specialty. Other main faculty also graduated from this field…Professor Shuxun Yu…tried to integrate landscape gardening and architecture together… This was another successful experiment after Landscape Studies Group (2007, 26-27)….In January 1964…BFU urban and residential landscape planning specialty changed its name to landscape architecture speciaty, landscape and residential landscape planning department changed its name to landscape architecture department (Beijing Forestry University History Editorial Department 2002).*

[11] See note 4 on page 24, 《A Study on Landscape Architecture Discipline and Specialty Setting in China》
[12] Translated by Professor Xin Wu (American University, Washington DC)
[13] The Great Leap (also translated as the Great Leap Forward) refers to the social and economic plan implemented from 1958 to 1961. This plan came from government leaders' over-optimistic vision of China's productivity. The plan ended in a catastrophe of the economy in the early 1960s.
[14] A school in Wuhan, Hubei Province

- Landscape architecture (风景园林学)[15]

From 1982 to 1987, the Chinese government revised the academic categories of advanced education, and *Fengjingyuanlin* (风景园林) was added at that time. Lin confirmed Professor Congzhou Chen's idea (Tongji University) that *Fengjingyuanlin* is a close equivalent to Landscape Architecture. However, in 1998, in another revision, this specialty was repealed by the government. Lin's assessment of this is that at that time, the government tried to condense specialties. Due to the lack of coordination among government branches, landscape planning and design accidentally became a sub-branch of urban planning and design. Until March 2005, the government officially set up the MLA degree, and in March 2006, the Ministry of Education restored landscape architecture specialty (2007, 28-29).

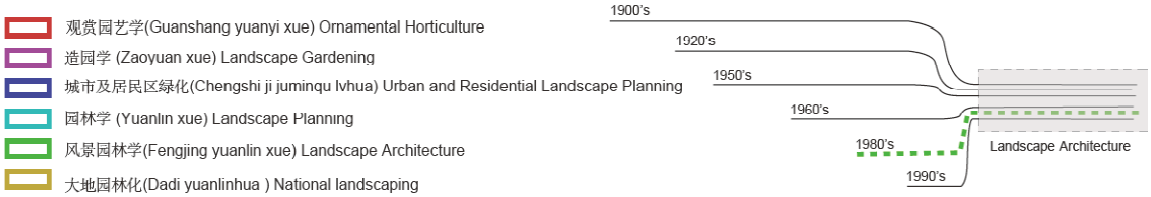
- National landscaping (大地园林化)[16]

  Lin cited what Chairman Mao said in 1958:中国城乡都要园林化、绿化……把我们伟大祖国，逐步建设成为三分之一为农田， 三分之一位牧地、三分之一位森林的社会主义美好江山。

  Both urban and rural areas in China should be green and be made as parks…make our great homeland to a beautiful socialist nation; one third of it is agricultural land, one third is pasture field, and one third is forestry (Li 1995)

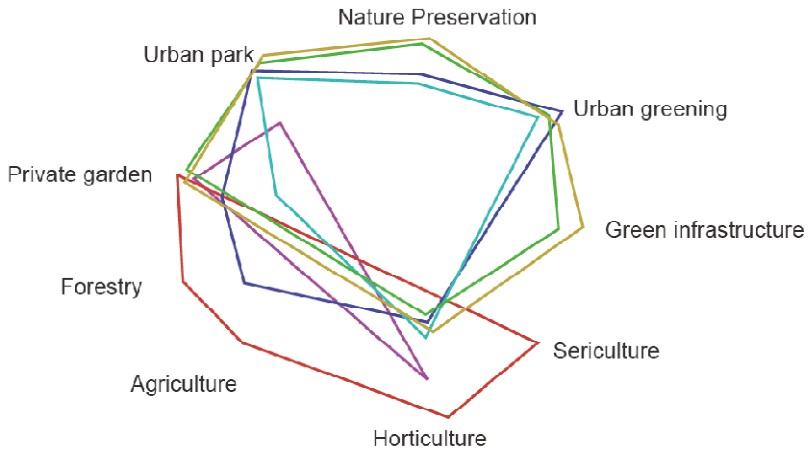
Lin considers this one of the slogans created in the Great Leap being accomplished: Several important figures in this discipline from the 1990s, such as Guoqiang Zhang, Jiale Li and LiangyongWu, gave new interpretations to the slogan. The terms national landscaping, and earthscape planning were added to this field (2007, 29-30).

Figure 2. 1 Development Sequence of landscape architecture education history



[15] Translated by Dr. Lin
[16] Translated by Professor Xin Wu

Figure 2.2 Practice scope of sections

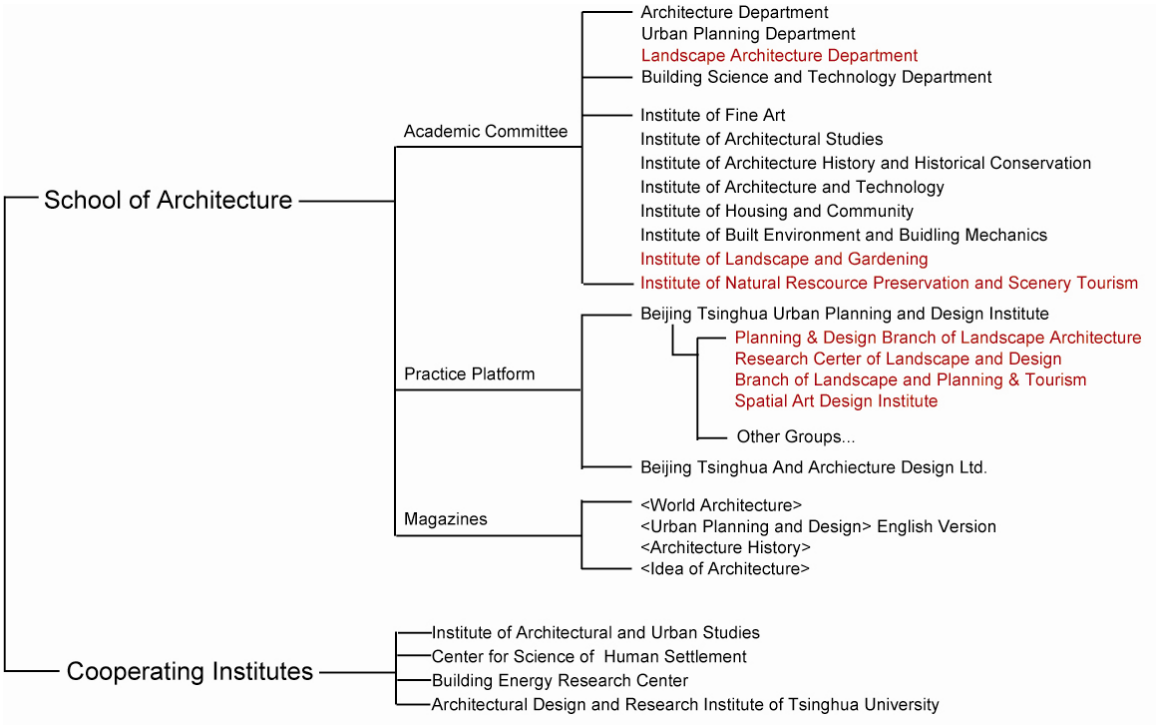


2.2 BACKGROUND OF LANDSCAPE ARCHITECTURE PROGRAM IN TSINGHUA UNIVERSITY

Within the School of Architecture in Tsinghua University (THU), the landscape architecture department only has a graduate program. There are four departments and 8 institutes in the architecture school, and four other institutes have a cooperative relationship with the school. (Figure 2.3) The School of Architecture was founded in October 1946 by Professor Sicheng Liang, who is famous in Chinese architectural history and the founder of modern architecture in China (School of Architecture website, background).[17] The Architecture School has developed from Professor Sicheng Liang's "Theories of Form and Environment" to Professor Liangyong Wu's "General Theories of Architecture" and "Sciences of Human Habitat" (also translated as human settlement) at Tsinghua. All students are encouraged to study broadly. Besides architecture, they are required to take some courses in landscape architecture, and urban planning in order to gain a basic understanding of these disciplines. In the final year of undergraduate study, students can choose to finish their final project and paper in four graduate departments: architecture, landscape architecture, urban planning, and building science and technology.[18]

[17] I was told by many people when I studied in Tsinghua, Professor Liang was inspired to learn architecture at University of Pennsylvania by his wife Professor Huiyin Lin. At the beginning she wanted to study architecture in UPenn but was refused admission because she was a woman, thus she turn to study art. Since then, UPenn and Tsinghua set up a close relationship. She is a leading figure in Chinese architecture history. Maya Lin is her niece.
[18] I finished my final design and paper in landscape architecture department in 2008.

Figure 2.3 Structure of the School of Architecture, Tsinghua University



Note: Institutes in the academic committee are research groups, most researchers there are faculty in school of architecture. Students can also participate in the research work. Source is from School of Architecture website, *Zuzhijiegou*. http://arch.tsinghua.edu.cn/chs/data/jianjie/orgnize.htm. Translated and created by author.

At Tsinghua, the Landscape Architecture department recruits students mostly having architecture and landscape architecture backgrounds, or similar design background. Graduate students with different backgrounds take the same courses. The department offers a Master of Landscape Architecture degree (MLA) 3-5 years; Master of Engineering degree in landscape architecture (ME[LA]) 2 years; and Doctor of Engineering degree in landscape architecture, 5 years. In 2009, this department recruited 7 ME(LA) students, and 23 MLA students.[19]

In 1951, Tsinghua University, China Agriculture University (CAU) and other institutions set up the Landscape Studies Group. Professor Liangyong Wu recalled this history on the foundation of landscape architecture department and published this speech in the following year:

> 笔者在 1950 年归国前访问哈佛大学及当时景观设计名师丘奇（Thomas Churchill）归来，尚有心得。会间谈及新中国大规模建设即将开始，亟需园林建设人才，因此有清华大学与农大联合创办园林专业之议，归来分别得到清华营建系梁思成先生的嘉许及农大校方的批准，顺利成立。

[19] This is a relatively small landscape architecture department according to the number of their students. For comparison, the student data of Peking University and Beijing Forestry University is in Chapter 4.

> *I visited Harvard University and famous landscape architect Thomas Churchill [Thomas Church]. I came back to China with some thoughts in 1950. In the meeting with Churchill, (we) talked about the situation that numerous construction in new China would start soon, which would increase the demand for landscape architect. During the discussion, we brought up the idea of Tsinghua and CAU setting up a landscape program together. After the return to China, with the approbation from Professor Sicheng Liang and agreement from CAU, the program was accomplished successfully (2004, 4-5).*

Professor Youmin Chen recalled this history in the interview by *Landscape Architecture* (A Chinese journal) in 2009:[20]

> 周恩来总理有一次在会议上说，园林绿化属于城市基本建设工作。汪菊渊老师兴奋地告诉我这个消息，我们都高兴得难以形容，因为当时全国各校的造园艺术、花卉园艺和观赏树木学课程均被取消，北京农业大学由于位于首都，这三门课程才被保留下来，但也改为选修课。后来汪先生和梁思成先生、吴良镛先生商讨，由两校合作是办造园组来培养园林人才。。。
>
> *(Former) Premier Enlai Zhou once said in a meeting, landscape greening is the foundation of urban construction. We were all very excited to hear about this message from Professor Juyuan Wang. At that time, all courses in gardening, horticulture and ornamental trees were cancelled in universities. CAU was able to preserve these courses because the university is located in the capital. However, they were changed to elective courses. Then Professor Juyuan Wang, Professor Sicheng Liang, and Professor Liangyong Wu had a discussion that the two schools would set up Landscape Studies Group together to cultivate landscape designer… (38)*

According to Youmin Chen's article in 2002, *Commemorate the 50th Year Anniversary of the Landscape Studies Group*, he selected several sophomore students in CAU to study in Tsinghua in the Landscape Studies Group for two years (4).

The Landscape Studies Group moved to BFU in 1953, but Tsinghua kept active research programs in landscape architecture after that. For instance, in 1997, the School of Architecture in Tsinghua set up the Institute of Landscape and Gardening; in 2001 it set up the Institute of Natural Resource Preservation and Scenery Tourism (Yang, 2008). In the Center for Science of

[20] This volume is to celebrate the 60 year anniversary of landscape education in China.

Human Settlement, there is a human settlement information laboratory in this school, doing research on GIS and RS (Remote Sensing).

Then on 8th October, 2003, Professor Laurie D. Olin and Professor Rui Yang founded the Landscape Architecture Department. This is considered to be the rebirth of the Landscape Studies Group. The graduate landscape architecture program in Tsinghua University soon became one of the top programs in China. It has two foreign faculty members and eight local faculty members (Table 2.1), with several visiting lecturers (Table 2.2). Two to three years later, Professor Olin went back to America, and Professor Ron Henderson began to spend more than half of his year working in Tsinghua. Visiting lecturers give some lectures and participate in presentations; some of them stay longer in Tsinghua, such as Professor Frederick Steiner. Today the local faculty takes responsibility for majority of the teaching. At the same time, this program still communicates internationally, through lectures and interchange programs.

Table2.1 Faculty list of landscape architecture department of Tsinghua

Name	Title	Nationality	Gender
Laurie D. OLIN	Chair Professor	USA	Male
Rui YANG	Deputy Chair	CHINA	Male
Anrong DANG	Professor	CHINA	Male
Fengqi SUN	Professor of Architecture	CHINA	Male
Yufan ZHU	Associate Professor	CHINA	Male
Ron HENDERSON	Associate Professor	USA	Male
Jie HU	Associate Professor	CHINA	Male
Hailong LIU	Associate researcher	CHINA	Male
Dongfan WU	Postdoctor	CHINA	Female
Youbo ZHUANG	Doctor	CHINA	Female

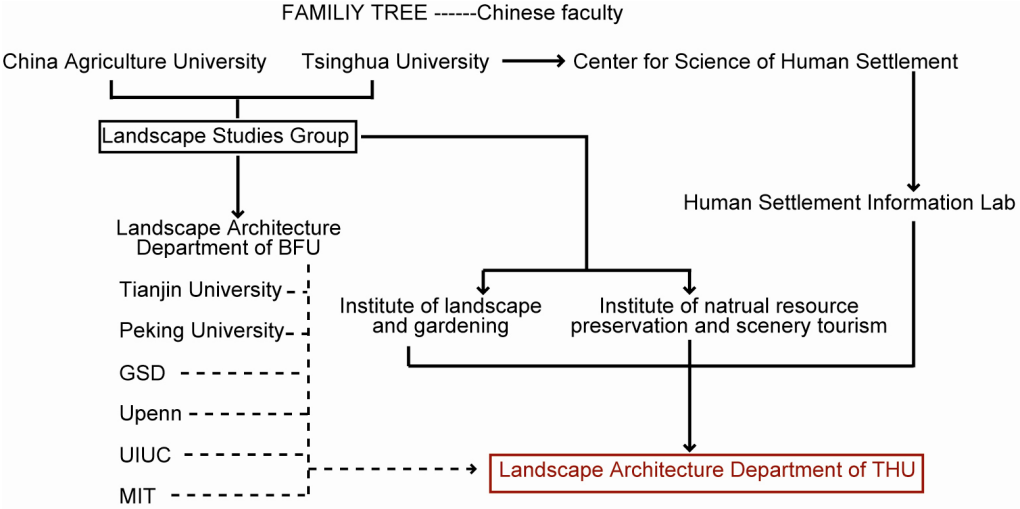
Table2.2 Visiting lecturers of landscape architecture department of Tsinghua

Name	University	Gender
Peter JACOBS	University of Montreal	Male
Richard T.T. FORMAN	Harvard University	Male
Colin FRANKLIN	Andropogon Associates	Male
Frederick STEINER	Univeristy of Taxes at Austin	Male
Bart JOHNSON	University of Oregon	Male
Colgate SEARLE	Rhode Island School of Design	Male
Bruce K. FERGUSON	University of Georgia	Male
Zhiyi BAO	Zhejiang University	Male
Shuhua LI	China Agricultural University	Male

Local faculty members have different backgrounds (including landscape, geography, architecture, and urban planning) and were trained at different universities in China (Figure 2.4).

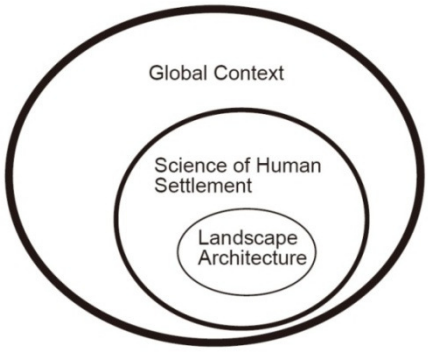
Half of them have study-abroad experience. This pluralistic background has helped this program develop a healthy diversity.

Figure 2.4 Family tree of Chinese faculty of landscape architecture department of Tsinghua



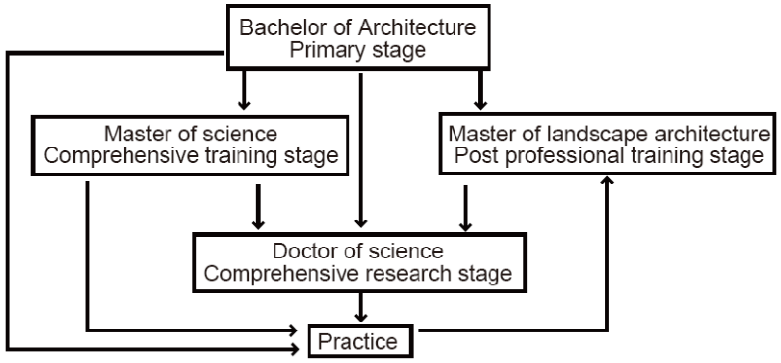
Professor Rui Yang gave a brief introduction to Tsinghua's program in his article for the foundation of this program in 2003. Program objectives are to "foster professional landscape planners, designers, and professional leaders in the field of landscape planning, design, management and research" (81). The disciplinary orientation is toward "landscape planning and the urban landscape design" (81). He interprets the education philosophy: this program "teaches Chinese landscape ideas in a global context"; it is located"under a framework of the Science of Human Settlements" (Figure 2.5); it focuses on the "conservation and development of urban and rural areas"; it teaches both "traditional Chinese philosophy" and "modern landscape theories" and "environment techniques"; its emphasizes on "the integration with the geo-science, ecology and environment science"; it balances theory and (2003, 79, 81)...

Figure 2.5 Framework of the science of human settlements of Tsinghua



In a 2008 article about this program, Yang mentions the curriculum design and students' training flow (Figure 2.6). Today's curriculum (Table 2.3) is an extension of the original one created by Professor Olin. Students are trained from the primary stage of undergraduate education in architecture to graduate education in landscape architecture (some of them may also pursue a doctoral education) and then to practice (Yang, 2008).

Figure 2.6 Students training flow of landscape architecture department of Tsinghua



Source: Integration, Interaction, Multi- scales & Public Concerns ———Philosophy & Its Practice of Landscape Architecture Education in Tsinghua University of China (Yang, 2008, 8)

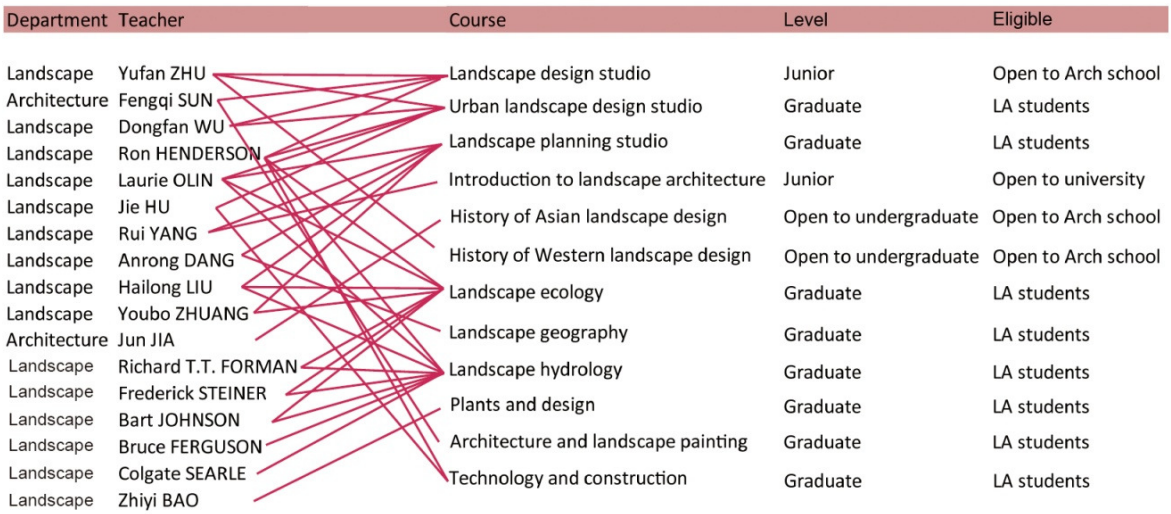
Table 2.3 Curriculum Structure of Tsinghua

Courses provided by landscape department			Primary stage								Comprehensive training stage				Comprehensive research stage	
			Sophomore		Junior		Senior		Fifth year		1st year Grad		2nd year Grad		1st year Doc.	
Category		Course	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Theory	Theory	Introduction of landscape architecture														
		Site and environment														
		Landscape ecological planning principle														
		Landscape architecture research method														
		Landscape painting														
	History	Traditional Chinese garden														
		Asian landscape architecture														
		Western landscape architecture														
		Landscape architecture theory														
	Science and application	Introduction of ecology														
		Landscape ecology														
		Landscape hydrology														
		Landscape geology														
		Rural ecology														
	Technology	Plant design and planning														
		Vertical design and road design														
		Tourism planning and design														
		Cultural and natural heritage conservation														
		Brown field planning and design														
Practice		Site design														
		Urban landscape design														
		Landscape planning														
		Comprehensive landscape planning and design														
		Thesis														
		Final design and paper														

Source: Tsinghua landscape architecture: the first three years 2005-2008 (Landscape architecture department, 2008). Recreated by author, based on figure 1 and figure 2.

Figure 2.7 is created by me according to archives; it shows relationship between core courses and faculty. Design and planning studio require many teaching resources, and shows the program emphasis. Landscape ecology and hydrology also have many teachers, because local faculties do not have these backgrounds. They can handle that now.

Figure 2.7 Core courses of landscape architecture department of Tsinghua



Department	Teacher	Course	Level	Eligible
Landscape	Yufan ZHU	Landscape design studio	Junior	Open to Arch school
Architecture	Fengqi SUN	Urban landscape design studio	Graduate	LA students
Landscape	Dongfan WU	Landscape planning studio	Graduate	LA students
Landscape	Ron HENDERSON	Introduction to landscape architecture	Junior	Open to university
Landscape	Laurie OLIN	History of Asian landscape design	Open to undergraduate	Open to Arch school
Landscape	Jie HU	History of Western landscape design	Open to undergraduate	Open to Arch school
Landscape	Rui YANG	Landscape ecology	Graduate	LA students
Landscape	Anrong DANG	Landscape geography	Graduate	LA students
Landscape	Hailong LIU	Landscape hydrology	Graduate	LA students
Landscape	Youbo ZHUANG	Plants and design	Graduate	LA students
Architecture	Jun JIA	Architecture and landscape painting	Graduate	LA students
Landscape	Richard T.T. FORMAN	Technology and construction	Graduate	LA students
Landscape	Frederick STEINER			
Landscape	Bart JOHNSON			
Landscape	Bruce FERGUSON			
Landscape	Colgate SEARLE			
Landscape	Zhiyi BAO			

2.3 ARGUMENT OF NAMING THIS DISCIPLINE

There is no equivalent to the term landscape in Chinese. As mentioned above the question on naming the discipline began from the early 20th century. Today, the argument mainly concentrates on the difference between the terms *fengjingyuanlin* (风景园林) and *jingguan* (景观).

Xunhan Zhang (Zhejiang University) wrote an article to argue with Yan Huang: "this paper refuses [refutes] a mistaken cognition existed in architecture circle over a long period of time" (2006, 80, abstract). The author criticizes Huang's idea that *fengjingyuanlin* is a branch of architecture, and *jingguan* (landscape) education, research and practice in China is blank (Huang 1999):

> 据我所知，持有这样观点的同志也不在少数……（我）对于这样十分片面的观点不敢苟同……作者用"园林"的本义替换了作为学科名称的"风景园林"……
>
> *From what I've heard, many people support this idea… (I) do not agree with this unilateral point of view…the author (Huang) used the literal meaning of yuanlin (园林) to replace the meaning of fengjingyuanlin as a discipline title… (2006, 80)*

Xunhan uses Professor Xiaoxiang Sun's idea that the scope of *fengjingyuanlin* has enlarged gradually, the scale ranging from a small garden to a region in which the content includes garden and park design, natural resource management, land use, ecological preservation, green infrastructure…. (Sun 2002)

Shuhua Li studied this phenomenon from the point of view of history in *Study on the Direction of Chinese Landscape Architecture from the Relations among Landscape, Scenery and Endemicity* (he means natural conditions and social customs of a place): jingguan (景观) is imported from Japan, it is translated from Landschaft by a Japanese doctor 三好學, an expert on plants, in 1902 (稻垣光久 1974). In 1979, *cihai* (the most authoritative Chinese dictionary) has the term *jiangguanxue* (景观学) as a branch of geography (Edit Office of Cihai 1979). Then in 1999, *cihai* embodied the term *jingguan shengtaixue* (景观生态学), which mean landscape ecology. Thus this term has been used to translate landscape. However, he emphasizes that the discipline should develop based on the respect to the past and tradition; therefore it isn't necessary to use an exotic term to replace *yuanlin*, which already well represents the meaning of this discipline (2004, 60-63).

On the other side, led by Professor Kongjian Yu (Peking University), some educators resist the use of *jingguan* as the formal translation of landscape architecture. From Yu's article we can see that he considers the core of landscape design to be "the art of survival" (生存的艺术). In the section 'Define landscape architecture' in his article, he claimed to redefine this discipline, in

terms of finding "the true relationship between human and nature" (人和自然的真实关系) (2007, 63). Land is very important to him. His design firm is named *Turen* (土人), which means land (and) people. This explains his will to reconstruct the relationship between people and land through landscape architecture. He interprets:

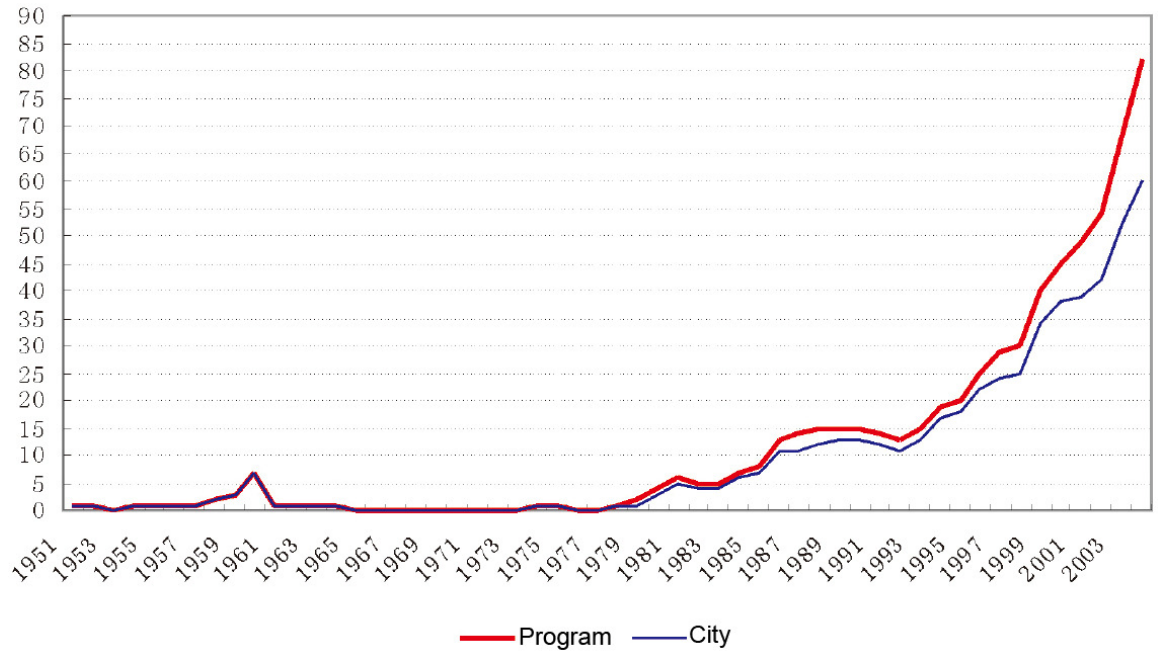
> 景观便是土地和土地上所有物体所构成的综合体， 是生态系统， 是人类物质与精神的家园， 也是生物的家园，是美丽的风景， 更是历史的烙印和故事的载体。
> *Landscape is the synthesis of land and everything on land, the ecological system, the physical and spiritual home to man as well as other creatures, the beautiful scenery. Last but not least, it embodies history and stories (2009, 96).*

According to Professor Yu's publications and speeches, he always uses the term *jingguan*, in order to emphasize the idea that this is a completely new discipline in China.

2.4 RESEARCH OBJECTIVES

The first section 2.1 reviews the overall landscape architecture education in China. In the past hundred years, this discipline has been transformed greatly; it developed from garden design to a much broader scope. The growth of formal programs of education is obvious, evident in the increasing population of programs (Figure 2.8) and landscape designers. At the same time, problems in education remain to be solved. In section 2.3, the argument on naming the discipline seems to retard its professional growth and capacity. It doesn't reach the mature stage. From a positive perspective, however, different voices show people care about the development of the discipline. Therefore, this thesis focuses on the reason behind these arguments. This will help educators and others, who pay attention to landscape architecture education in China, better understand this phenomenon, and to think about the future direction of this discipline.

Figure 2.8 Population of undergraduate landscape architecture program and city in mainland China (1951-2004)



Source: The Summary and Phases of Landscape Architecture Education in China (Lin 2005, 92)

The second section (2.2) introduces landscape architecture program in Tsinghua University. The main reason to choose this case is that its prototype is the first landscape education experience in new China, thus it has the special development and progress, and its history goes through the whole Landscape Architecture education history in China. Hence, this thesis will use Tsinghua's program as a main case study, and compare it with Peking University and Beijing Forestry University.

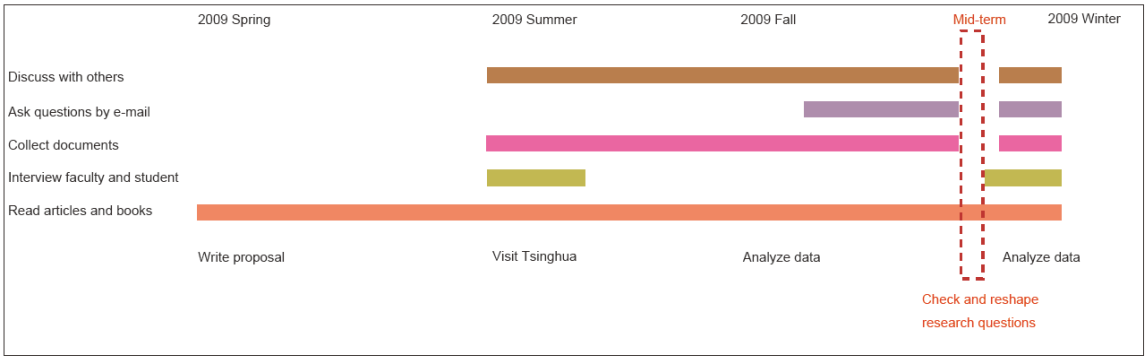
CHAPTER 3

RESEARCH DESIGN

3.1 METHODS

My research is both descriptive and interpretive. The main purpose is to provide some basic information about landscape architecture education in China, and give an opportunity for educators to think about the developing direction of this discipline. The research questions address educators' understanding of landscape architecture, in terms of how their view of history and thinking about contemporary issues may shape their education practice. Because my research is not a linear process (Figure 3.1), there was some discrepancy between my original assumptions and findings.

Figure 3.1 Research process



At the very beginning, my interest in landscape architecture education in China was motivated by the argument on naming this discipline in Chinese. Through my research I wanted to find educators' understanding of landscape architecture concealed behind this argument. Originally I thought that this argument represented the negotiation between traditional garden design and imported western landscape design. So I focused on the landscape architecture program in Tsinghua University, which is a trans-cultural program. But during our interviews, the faculty challenged my question "what is the similarity and difference between traditional garden design and western landscape design." They felt that comparing western and vernacular design was meaningless in some perspective, and that contemporary design in China was not so-called "western landscape design," instead, it has the impression of Chinese culture. Then during the analysis process, I met two problems. One was how to define the difference between the western

design, and traditional Chinese design? For the cultural communication never stopped in history, especially in the recent one hundred years. It is impossible to distinguish between them absolutely. On the other hand, up to and until the present, traditional garden design has developed itself in a continuous process. Since the beginning of last century, there were educators who graduated from Japan, Europe, and America, and went back to teach in China, ever since China has had modern schools to teach design. So there is no "pure" traditional garden design education. Through literature review, I noticed that the title of this discipline was changed several times after the birth of the People's Republic of China, each time corresponding with some big event happening in China. It is not surprising that in the very beginning western knowledge did affect naming the discipline, when modern design was introduced. However one hundred years later, the argument is still there, even more serious. Therefore there must be more factors than western culture and knowledge contributing to this. Thus, my original research question was challenged.

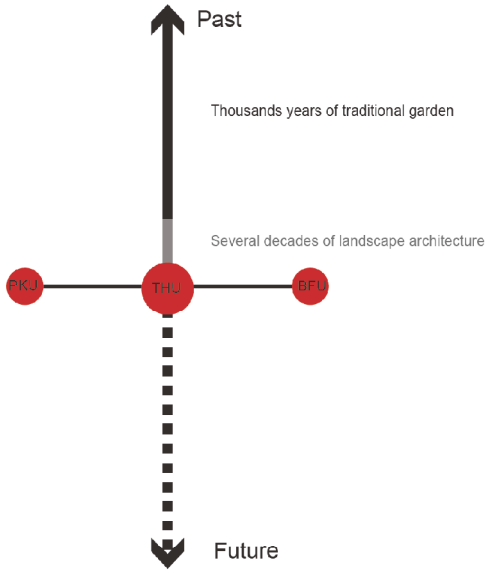
At this stage in my research, I had a conversation with Professor Kongjian YU about landscape program in Peking University. He is a controversial educator in China, and considers landscape architecture to be completely new discipline in China. After this conversation I realized there were great differences among programs' education philosophy, which reflected educator's understanding of landscape architecture, and this difference built the argument on naming the discipline. Hence focusing on only one program could not achieve my goal. So I began to do a comparative study. According to the three types of university establishing landscape architecture programs, I choose Peking University (PKU) and Beijing Forestry University (BFU) to compare with Tsinghua University (THU). Tsinghua University is an example of engineering school, Peking University is an example of science school, and Beijing Forestry University is an example of an agriculture & forestry school.

After gathering more primary research material, I needed a perspective to link them. A discussion with Professor Xin WU (an art historian) made me recognize that I had to extend the time axis of my research. I need to go back further to the past and consider traditional culture, in terms of painting, philosophy, literature, and poem, when I talk about traditional garden design. For traditional Chinese garden design has strong relationship with all of them.

Then finally I reshaped my research question. The conceptual framework for my research is (figure 3.2):

My literature review showed that articles about landscape architecture program are limited. Dr. Guangsi LIN has some articles focused on general structure and history of landscape education, which develop from his dissertation. Detailed research on a single program is still needed. Besides articles on Tsinghua's program written by Professor Rui YANG (with his student) and Professor Liangyong WU, which are about education philosophy, curriculum, and general history, there is no direct research on educators' thinking. I used face to face interviews to record their thinking precisely in a semi-structured format. For the comparison of programs, because of limitation of time, I used secondary sources. I also learned some traditional philosophy in order to enhance my understanding of traditional garden design.

Figure 3.2 Conceptual framework for research



3.2 DATA COLLECTION

Interview

There are ten faculty in Tsinghua's program. I interviewed six of them face to face. I sent question to Professor Ron Henderson by e-mail and received his response. I did not have an opportunity to meet him. I tried to invite Professor Laurie Olin and Professor Yufan ZHU to this interview but failed. But an interview of Professor ZHU accomplished in 2008 by a journalist Xianjun LI, answers some of my questions. Professor Fengqi SUN is already retired and did not teach too much since 2003. Thus I did not find him in school. In addition, I interviewed Professor Frederick Steiner by phone, who used to be the visiting lecturer of this program and stayed relatively long. In short, I have material from nine educators. An open-ended script was prepared before these interviews. (Interview script is attached in appendix B) Each interview lasted about an hour, and was recorded. When interviewee has criticized my question or challenged my assumption, I added questions to lead them to talk more on that. I also probed their answers to clarify and extend their thinking. For example, when I asked Dr. Dongfan Wu about the difference between traditional Chinese garden design and contemporary landscape design, I felt she had many thought on the design philosophy, thus I let her talk more on this part.

When Professor YU and Professor WU visited UIUC (2009 fall), I interviewed them, and recorded the two conversations. I also interviewed some of the alumni of all three programs to gain some information about class and study experience.

In 2009 the Chinese magazine *Landscape Architecture*, celebrated the 60-year history of landscape architecture education in China, presenting interviews by 60 key figures in this discipline. Nine of these were faculty interviews from BFU. Because this is the most recent material showing their thoughts on landscape education, I used this as a primary source.

Archive

During summer in 2009, I went back to Tsinghua University searching for archived documents to help me understand more about the content of educational programs. With the help of faculty and staff, I was given access to student's studio work and a brochure that included speeches on foundation day, introduction of classes, curriculum structure, faculty and lecturer's background, academic activities, publications and student awards. I downloaded thesis topic and abstracts from Tsinghua Library website. From Architecture School website, I found information about institutional structure and brief history of landscape architecture department. After I went back to UIUC, I used e-mail and phone call to verify and assignment information, such as alumni data and training plan. The data above basically support my research.

Peking University has more detailed information, from history to education philosophy, student and alumni data, and recruitment tests. I obtained one course schedule with the help of alumni.

Beijing Forestry University has limited online information. I only found a brief history, institutional structure, and recruitment test from their website. With the help of Dr. LIN, I was able to review their training plan and course schedule.

Language

For the Chinese speaking interviewees, I used Chinese to communicate. For the English speaking interviewees, I used English to communicate. Because most data is written in Chinese, the need for translation has been a crucial task. Scientific thought has a long history in western world. English language has adapted to science and syntax has developed in a logical way, whereas Chinese has developed in a relatively poetic way. Thus direct translation may lose some of the original meaning; even paraphrase translation can't promise the result is exactly the same. In that case, the more times the translation, the more loss of meaning. So I use Chinese to analyze, and finally translate to English.

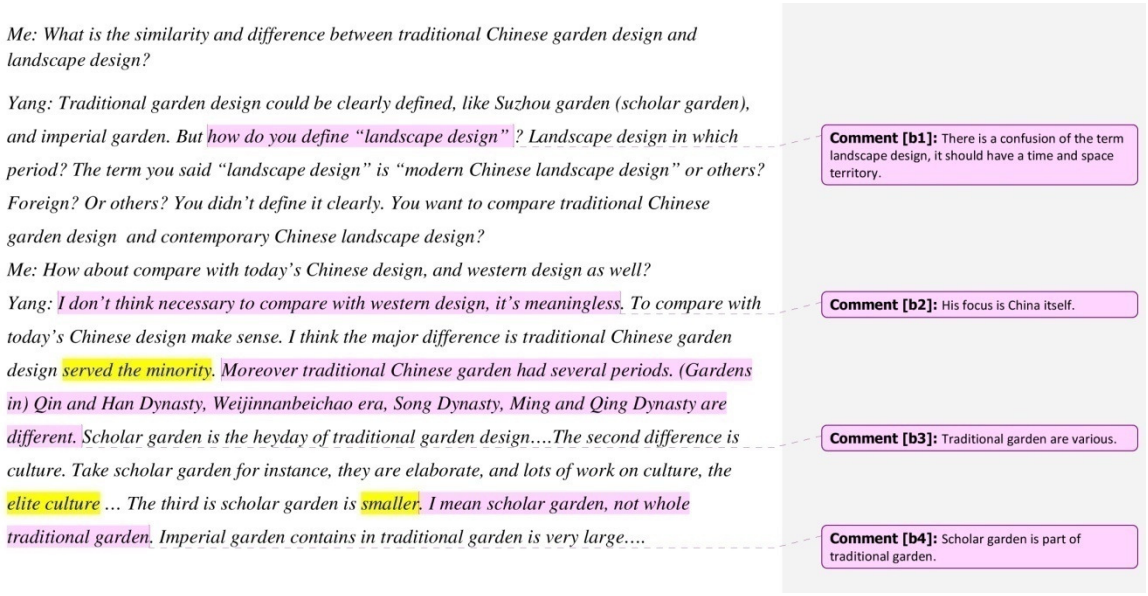
Institutional Review Board (IRB)

Because some of the interviewees are alumni, according to UIUC requirement, I completed the IRB training and received exemption from IRB (Approval letter is attached in appendix C). I have protected the identity of my non-professional respondents; while those interviewed in their professional capacity are identified by name.

3.3 DATA ANALYSIS

My research combines both qualitative and quantitative analysis of the descriptive material. Most of the data I have includes both text and figures, and some of the data is numerical. The analysis also includes some diagram, text, table and number.

The interview questions were grouped into four categories at the beginning: faculty members' understanding of the word landscape; the profession of landscape design; the academic discipline of landscape architecture; and their own educational practices. When I analyzed the interview answers, I coded the responses by underlining the key words and sentences, and interpreted the themes that emerged from the interview. Here is part of the interview with Professor Yang, for example:



Me: What is the similarity and difference between traditional Chinese garden design and landscape design?

Yang: Traditional garden design could be clearly defined, like Suzhou garden (scholar garden), and imperial garden. But how do you define "landscape design" ? Landscape design in which period? The term you said "landscape design" is "modern Chinese landscape design" or others? Foreign? Or others? You didn't define it clearly. You want to compare traditional Chinese garden design and contemporary Chinese landscape design?

Me: How about compare with today's Chinese design, and western design as well?

Yang: I don't think necessary to compare with western design, it's meaningless. To compare with today's Chinese design make sense. I think the major difference is traditional Chinese garden design served the minority. Moreover traditional Chinese garden had several periods. (Gardens in) Qin and Han Dynasty, Weijinnanbeichao era, Song Dynasty, Ming and Qing Dynasty are different. Scholar garden is the heyday of traditional garden design….The second difference is culture. Take scholar garden for instance, they are elaborate, and lots of work on culture, the elite culture … The third is scholar garden is smaller. I mean scholar garden, not whole traditional garden. Imperial garden contains in traditional garden is very large….

In this piece, there were some key words answered my question: served the minority, elite culture, smaller. Professor Yang answered this question from three aspects: patron, culture, spatial size. At the same time, something unexpected emerged: I put landscape design and traditional garden design in two group to compare, however, Professor Yang saw the subtle difference inside each group, and they were hard to be compare as a whole, the way he

interpreted the past was more complex than me; he considered that to compare traditional Chinese garden to western landscape design was meaningless, and focused on the transformations happening in China.

Thus, after the first round of analysis, I found some of the patterns in faculty's answers, at the same time; I noticed there were new themes emerged. Based on these new themes, I reshaped my research question. To show the result of analysis, I used abstract interpretation, in terms of diagram, table, number, as well as detail interpretation, in terms of original text. If the answer was simple and easy to understand by readers, I used the abstract interpretation. If the answer was out of my anticipation (which is more important) or consideration, I used detail interpretation to show.

CHAPTER 4

RESULTS AND FINDINGS

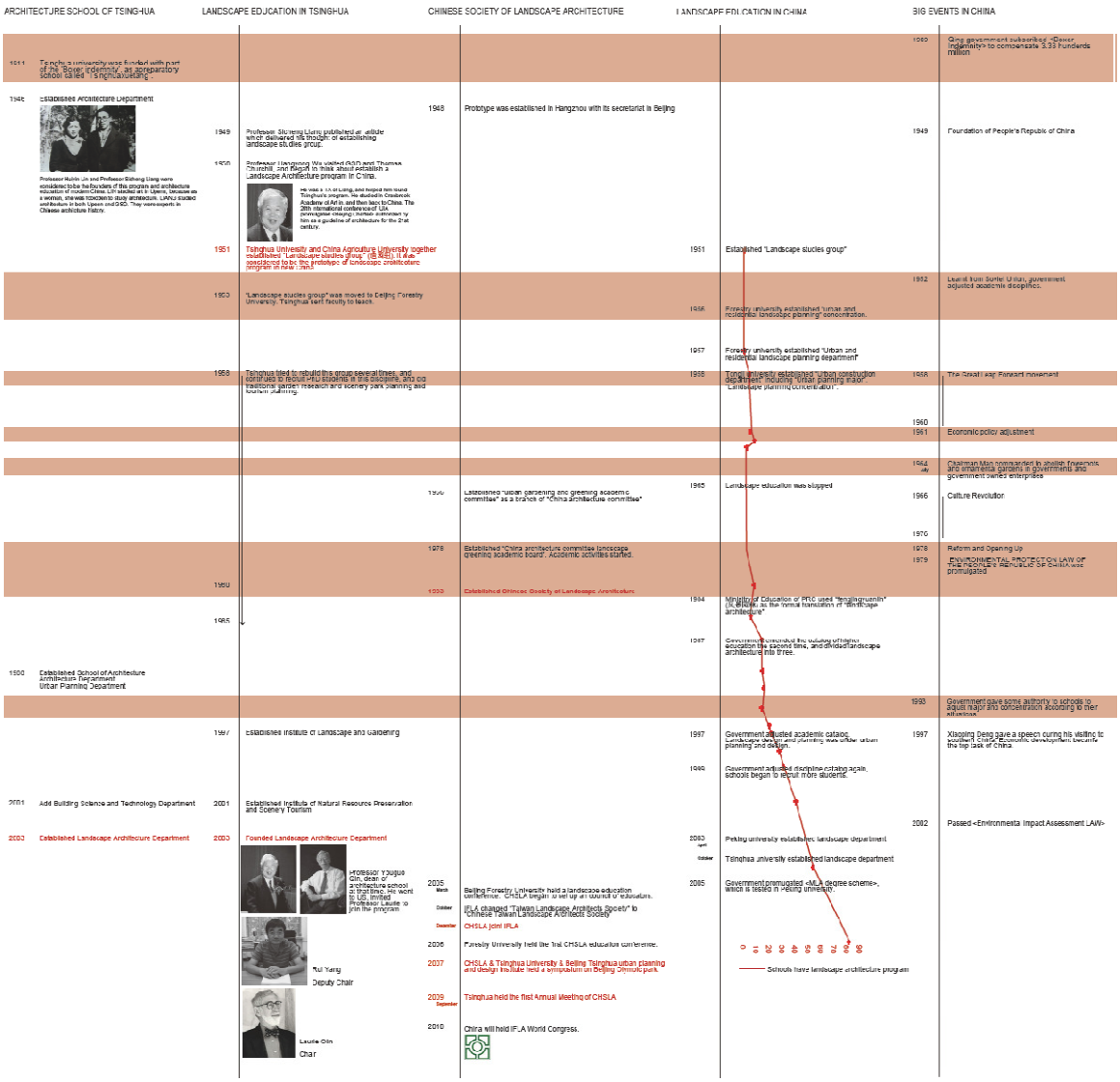
4.1 STUDY OF LANDSCAPE ARCHITECTURE PROGRAM IN TSINGHUA UNIVERSITY

The Social Context of Tsinghua's Program

After describing the general history of the landscape program at Tsinghua University (THU), I place it in the context of China's social development. The timeline of this program is compared with four other timelines (Figure 4.1). The large version is attached in appendix D. First is the timeline of the Architecture School in Tsinghua University. As a sub-branch of the school, the landscape architecture department has had a close relationship with the Architecture School's development. Second, from a professional perspective, I drew the timeline of the Chinese Society of Landscape Architecture (CHSLA), which is similar to ASLA in America (Chinese Society of Landscape Architecture). The third timeline is about the important events in landscape education in China, based upon Dr. Guangsi Lin's dissertation (2007). Fourth, I put all of the above in the context of modern China, and highlight several events relevant to landscape architecture education.

For the timeline of the Architecture School, I picked the time of its foundation, as well as the foundation of its four sub-branch departments. The timeline of the landscape architecture department is from the foundation of the Landscape Studies Group in 1951. It also includes other landscape architecture practices before the foundation of this department. For the timeline of CHSLA, I drew the changes of its title and academic position in China. I also showed the education conferences it held after it joined IFLA. For the timeline of landscape education system, I present some important programs' foundation and the change in nomenclature. The red line shows the population change in those schools having landscape architecture programs.

Figure 4.1 Landscape education and social context



After the foundation of the People's Republic of China in 1949, there was a great demand for new construction in the new nation. In the newspaper in that year Professor Sicheng Liang expressed his intention to start a landscape program. After two years preparation, finally the program was set up in 1951 in Tsinghua, in cooperation with the Agriculture University, the Chinese Academy of Sciences, and the Beijing Construction Bureau Landscape Department (北京市建设局园林事务所). In 1952, in China there was a tidal wave of interest in studying the Soviet Union. The Government reconstructed the academic framework based on the Soviet Union's model. Landscape Studies Group was moved to BFU. During that period, limited by economic

constraints, people's basic living need was the first consideration, so urban greening was the dominant research orientation. The program was named of the urban and residential landscape planning department. "*In July 1964, Chairman Mao commanded to abolish flowerpots and ornamental gardens in governments and government owned enterprises*" (1964 年 7 月，毛泽东主席针对政府机关和企事业单位下达的关于取消盆花和庭园工作的指示) (Lin 2005, 92). This halted the growth of landscape education for a while and, in 1965, BFU stopped recruiting students. During Cultural Revolution (1966 to 1976), the whole education system in China was in chaos and economic development was ruined. However in 1974, landscape program was opened again, due to a change in government policy. Beginning with the Reform and Opening up in 1978, economic development was again ascendant and government provided more and more funding to education. In China, almost all the universities and schools are public, and funded by central government and local governments. CHSLA[21] was officially set up in 1983.

As the discipline developed, it was adjusted by government several times. In 1987, the second period of adjustment of the academic catalog in higher education, landscape architecture (园林) was divided into *yuanlin* (generally is landscape design in forestry universities), *guanshangyuanyi* (emphasis on plants, usually in agriculture universities), and *fengjingyuanlin* (similar to *yuanlin*, usually in engineering universities) (Lin 2007, 5). By 2006, there were 109 universities having undergraduate programs, 24 universities having MLA programs, 41 universities having MS programs, and 16 universities having Doctor of Science programs (Lin 2007, 56).

Educators' View of History

One of the main goals of this thesis is to delineate the relationship between past and present, in order to understand the relationship between traditional Chinese garden design and contemporary landscape design. Therefore, at the very beginning, I did some research on educators' background of traditional garden design.

There are obvious distinctions among them: as foreigners, Professor Frederick Steiner and Professor Ron Henderson did not have formal education on traditional garden design, and they have limited such knowledge obtained from their Chinese students before they came to teach

[21] CHSLA is member of the International Federation of Landscape Architects (IFLA), and aims to "foster a devotion towards preservation of national natural, cultural and historical resources, build eco-friendly and beautiful habitat environment, inherit and develop the excellent tradition of Chinese landscape architecture, absorb the advanced science, technology of all the world, establish and improve a scientific system of LA with Chinese characteristics, raise the level of the science and technology of the LA, promote the training of the professionals, and work for people's needs of fine natural environment." (Chinese Society of Landscape Architecture website)

in this program. Professor Anrong Dang is in the same situation. Having a background in science, he did not have any formal education in garden design. Professor Rui Yang recalled his only design experience in his undergraduate years relative to traditional gardens, a traditional style gate for a park. He did not have any course on traditional gardens, instead, he learnt the subject by reading books. Dr. Hailong Liu had the course "traditional Chinese garden design," which was a half-semester studio in his undergraduate. Dr. Youbo Zhuang learnt garden history in her architecture history course. Dr. Dongfan Wu's dissertation was about theories of traditional garden. Professor Jie Hu studied traditional garden in his graduate at Beijing Forestry University for three years. Professor Yufan Zhu, who I did not have a chance to interview, finished all his (Bachelor to Doctor) degrees in Beijing Forestry University, with a strong background in traditional garden.

On the topic of 'the similarity and difference between traditional garden design and contemporary landscape design,' there are some slightly different perspectives:

- Design philosophy：

  Professor Jie Hu (THU) said: 在古典园林里面更多的是谈视觉、文化、精神。因为很多诗词歌赋里面有非常浓重的精神含量。不仅是一个视觉美的问题，它寄托某种精神、哲学、理想，在园林的设计里面。而现代园林非常重视人的使用行为心理学、舒适度，人在环境里面的感受和感觉。

  Traditional garden designs are more about the visual, cultural, and spiritual aspects. Literature and poetry (which are closely connected to traditional garden design) are full of spiritual elements. It [traditional garden design] is not only about beauty, but also holds some kind of spirit, philosophy and ideal in garden design. However, contemporary landscape design emphasizes on users' behavioral psychology, comfort, cognitions and feelings in the environment (Interviewed in June 2009).

  Professor Rui Yang (THU) noted: 第二个区别是在文化上的。我们就拿苏州园林来说。文人园，在那个时代是精雕细琢的，在文化上面是花了很多功夫的。它的这种文化是精英文化。而现在的 landscape design 是大众文化……我们希望中国的园林设计不管是古代的还是现代的景观设计或者说风景园林设计都是能从中国的文化中长出来的，都是和中国文化相协调的，都是为中国的老百姓所能欣赏的……从中国的自然环境和文化环境长出来的一个东西。

The second difference is culture. Take scholar gardens in Suzhou province for example: they were carefully and precisely designed at that time with great emphasis on culture - the elite culture. However, current landscape design is about common people's culture… Then he also considered culture as the connection to contemporary landscape: *We hope both traditional garden design and landscape design could grow from, and be in harmony with the Chinese culture; and the designs could be understood and enjoyed by Chinese people…[and] born from the natural and cultural environment of China (Interviewed in June 2009).*

Dr. Hailong Liu (THU) talked about people's spiritual need in another view: 它[们]都是代表着特定时期人们心目中对于理想人居环境的一种表现.....
They all represent people's hope of an ideal living environment in certain time. .. (Interviewed in June 2009)

In design philosophy, interviewees had many thoughts on the attitude of nature in traditional design and landscape design：

Professor Frederick Steiner (Visiting lecturer of THU) said: I think the tradition treats nature as things to be arranged. One recreates the scene by making a garden. So one manipulates nature elements to create a view. Versus I think then, broader or more contemporary [design philosophy] is how do you understand the nature of the place in order to derive a design or a plan, that is appropriate to that place. …I think there is a traditional view, it sees nature as object, is something separate from people. And in the contemporary view, people are more part of the nature. And there is more attention to process rather than object (Interviewed in July 2009).

Dr. Dongfan Wu (THU) hold a contrasting perspective: 中国人是崇尚自然的，向自然学习的。这点你可以从中国传统园林还有西方的那种典型的几何式园林这种对比看出来。中国人是效仿自然，西方人是改造自然，就想把自然建筑化。
Chinese people respect nature, and learn from nature. You can see it from the comparison of (the organic form of) traditional garden design and geometric style garden design in western world. The Chinese simulated nature, while the Westerners shaped nature and treated nature as architecture (Interviewed in June 2009).

Professor Rui Yang (THU) said: 生态这个词可能是西方提出来的，但是这个显现，这个道理并不一定是西方有。这个应该是人类共同有的东西……在中国可能是长时间存在的，虽然没有用生态这个词。但是中国在传统中考虑人和自然和谐的关系，西方一直到十七世纪、十八世纪之前一直认为人和自然是对立的。中国一直认为是天人合一……所以中国从传统上来讲，一直认为人就是大自然的一部分，人可能是一个比较微小化的自然。当人成为圣人的时候，人可能就成为自然了。在这方面老子和孔子都有很多的论述.....中国并没有坚持以前的一些朴素的生态的思想，而是把一些西方的，比如说工业革命之后的，功利主义的，或者说是人和自然相对立的东西又给扩大化了。

The term "ecology" originated from the western world. However, the phenomena and idea is not owned just by the Westerners. It is a common asset to all mankind… It existed in China for a long time, without being referred to as ecology. Chinese people have always been aware of the harmony between nature and man, while the Westerners considered nature and man as oppositions until 17th to 18th century. We talk about nature and man as one in China… So Chinese people traditionally see mankind as a part of and a smaller version of nature. When people become saint, they become nature. This is illustrated in Daoism and Confucianism… [In modern times] China did not keep this traditional idea of "ecology," rather; it adopted an enlarged version of western values such as the utilitarianism after the Industrial Revolution (Interviewed in June 2009).

Professor Anrong Dang (THU) gave an interesting answer to this: 我感觉中国古典园林塑造过程中，他们还是非常讲究自然元素的应用。以前可能讲风水....但是如果从科学的角度来讲的 话，它就是一个小的生态环境，小的微气候环境的一个营造……我觉得跟现在 landscape architecture 还是相一致的吧……我觉得有点像中医和西医……中医是从几大系统整体上看问题的，西医更多的是分开来看的。

I feel in the process of traditional garden design, the emphasis is mostly on the application of natural elements. We talked about Fengshui in the past…if explained from a scientific perspective, Fengshui is used to form micro environment and climate… I think that is the similar to landscape architecture... I feel the relationship between Chinese medicine and Western medicine is like (traditional design and contemporary design)… The former treats illness on the body as a whole, and the latter focuses on separate organs (Interviewed in June 2009).

- Design elements and methods：

  Professor Ron Henderson (THU) noted: “The similarities [between traditional garden design and landscape design] are more profound than the differences… [e.g.] the inclination of the ground, the trajectory of the path, the massing of plants…” (Interviewed in November 2009)

  Professor Rui Yang (THU) said: 苏州园林从设计手法来讲，是和中国的书画有着很密切的关系，书画诗词。它[们]是同源的，它把园林作为艺术品来对待。而现在的景观设计艺术的含量是降低的。设计中技术的含量和对功能的要求是增高的。
  Take scholar gardens in Suzhou for example, their design method are closely related to calligraphy, painting, literature and poetry. They are homologous. The scholar garden is treated as an art. However, the aesthetic value in today’s designs has decreased. Instead, technological and functional requirements were raised (Interviewed in June 2009).

  Dr. Youbo Zhuang (THU) pointed out that: 像借景阿.....像用水用地形用植被，这些手法可能都是差不多的，元素是一样的。
  Like scenery borrowing …using water, topography and plant. These methods are similar, and the elements are the same (Interviewed in June 2009).

  Professor Jie Hu (THU) considered that: .....有对大山大水的非常美好的利用，比如承德避暑山庄、颐和园、玉泉山，它在研究整个山水布局、地形、植物群落这方面有非常好的经验.....现代园林非常讲科学性。
  (Traditional garden design) such as in Chengde Imperial Summer Resort, Summer Palace and Yuquan Mountain used mountain and water in a great way. There was abundant experience on the arrangement of mountain and water, using of topography and plant community… Contemporary design is more scientific (Interviewed in June 2009).

- Patrons and clients：

All the interviewees who talked about patron considered this as a difference between traditional garden design and landscape design. The former is more private, while the latter is more public.

When talking about how the traditional and the contemporary design interact with each other, although interviewees all value the traditional garden design and consider it as a heritage, there are still slightly different opinions among them.

Professor Frederick Steiner (Visiting lecturer of THU) noted: I think that is a heritage that is several thousand years old, that is important to acknowledge. However, it's a tradition that was developed under a very different world, with a very different social political structure, very different economy. So, you know, China is a radically different country from what it was even 50 years ago or even 10 years ago. So I think that demands a different view of landscape. And I think it seems to be attractive, for the term in China, it helps to address contemporary issues that Chinese people are facing…. I do not think one needs to reject a long heritage in order to move forward. But I do not think necessarily the traditional approach responds to the 21st century (Interviewed in July 2009).

Professor Ron Henderson (THU) considered: However, I am concerned when tradition is seen as 'past'… My theory course, for instance, is taught with the belief that landscape architects across centuries and nations have pursued many of the same ideas and constructed meaningfully from fundamental operations that are central to our discipline…. So, I will have students simultaneously research Hangzhou XiHu and Stourhead to investigate landscapes that move around and across lakes (Interviewed in November 2009).

Professor Rui Yang (THU) believed that: 也不一定要求中国现在的园林要从古典园林那个躯壳里面萌芽，从新萌芽。那个时代是那个时代的东西，这个时代是这个时代的东西.....它[们]都是在中华文化几千年的积淀里面长出来的.....领会人家到底是怎么达到那个境界的.....

It is not necessary to require contemporary design to be evolved from traditional garden design. There were things that belong to that period, and there are things that belong to this period…they both grow from the sediment of several thousand years of Chinese culture… [we need to] think how our predecessors came to that level… (Interviewed in June 2009)

Dr. Hailong Liu (THU) said: 所以说现在主流的还是一种现代人的需求来设计中国的现代的景观。可能会有一些对传统元素传统方式的探讨。因为我们不会去像古人那样去生活了。

So the mainstream design principle is based on the needs of modern people. There could be some discussion on traditional elements and methods, but we will not be living like our predecessors in the past (Interviewed in June 2009).

Dr. Youbo Zhuang (THU) noted: 就比如说像中山公园.....在辛亥革命以后就有些新的改变。不断的再改变成一个公共公园.....另外一个可能是确实要考虑生态的因素。以前可能是一种完全自发的认为人和自然的关系.....但现在可能是主动的，用一些生态学的原理去指导你。

Like Zhongshan Park (which used to be a private royal garden) has been changed to a public park since the Revolution of 1911[22]…Another consideration comes from ecological elements. People used to unconsciously map the relationship between human and nature… Nowadays, however, people actively use ecological theories to guide design… (Interviewed in June 2009)

Dr. Dongfan Wu (THU) pointed out that: 大家慢慢学会用一些西方的手法，现在的手法，艺术的阿，还有一些科技的手法去找回自己，就是原本属于我们这个文化的东西。还是需要一个过程。现在形势上看是越来越好了。因为之前全盘西化的过了，大家对自己的东西批判的太彻底，然后舶来的又不是那么地道。现在等于要反思.....你从表面上已经看不出特别强烈的联系了，这是因为我们的文化有个断档，五四以后.....跟西方学的，包括我们的教学体制什么的.....但是我们的语言文字留下来了，我们的很多东西还是留下来了.....所以我们还是能挖掘出一些民族和文化的东西。就看大家怎么挖掘了。可能最后大家形成的最有民族性的东西跟古典园林也是不一样的。但我觉得的它们之间应该有共性，到底是什么我现在还说不上。

We gradually learn to use some western methods, modern artistic and technological methods to find ourselves in terms of our culture. That still needs some time, but it is getting better. We have valued everything imported from the West, and criticized our own too much. Since we can't copy western value exactly the same, now it is time to rethink. .. It is hard to see the connection (between the traditional and the contemporary), for there is a gap in the culture. After the May Fourth Movement…the education we are given is in western structure… However, our language preserved, along with many other things... So we can still explore our national and cultural elements. It depends on how we explore. Perhaps the result, which carries the most national character, is

[22]The Chinese bourgeois democratic revolution led by Zhongshan SUN

different from traditional garden. But I think there should be something in common, though I'm not quite sure what that would be (Interviewed in June 2009).

Professor Jie Hu (THU) talked about this in a more practical way: 我觉得把现代的科学、生态和古典的文化意境和哲学可以有机的结合，来达到有新的风格的现代主义。

I think (We) could combine modern science, ecology, and conception and philosophy in traditional culture, to create a new, modern style (Interviewed in June 2009.

Professor Yufan Zhu (THU, ASLA 2008 Professional Awards) was interviewed by a journalist in 2008 (Li 2008). In this conversation, he considered that traditions support us strongly and nurture our new design, and designers should inherit our splendid culture and learn from our predecessors. He also claimed that traditions were not only limited to Chinese tradition, all the valuable traditions should be under consideration.

Educator's Understanding of Contemporary Issues of China

Faculty interviewed has major concerns about contemporary China: the challenge of urbanism, the challenge of environmental degeneration, and the challenge of recalling cultural identity.

Professor Frederick Steiner (visiting lecturer of THU) said: "I think the big challenge is the urban challenge…. However, there is also the role that landscape architects play in national or provincial or state parks, which is important too." (Interviewed in July 2009)

Professor Rui Yang (THU) considered that: 中国从农业文明进入到工业文明.....下一步是后工业文明.....因为中国面临很快的城市化的进程.....在城市化的进程之中，在经济迅速发展的进程之中，实际上产生了很多问题。这种问题包括环境的问题，社会的问题。很多问题是可以通过景观的途径解决的。比如像对于大的河流水体的保护，对文化遗产的保护对中国整个山水的保护。中国的经济发展有多快，这方面的保护就该跟进有多快.....随着经济的发展，老百姓对开放空间的要求，对绿地的要求，对城市开放空间的要求，对田园的要求也会越来越多。

China is developing from agricultural civilization to industrial civilization…and the next step is post-industrial civilization…because China faces rapid urbanization…During urbanization process and fast development of economy, lots of problems come out, including environmental and social issues. Landscape architecture design can solve many of these problems, for example, the preservation of water body, cultural heritage, and Chinese landscape. Preservation should match the speed of economic development…with this development, people will need more open space, green space, and pastoral space (Interviewed in June 2009).

Professor Yufan Zhu once made a penetrating critique of today's design in China. He pointed out the astonishing destruction of traditional culture in modern China, the loss of cultural ethic, due to our disregard for valuable treasures. He believes people today are losing their cultural identity when facing the rapid economic development and ecological crisis, and that would be a shame for descendents of a culturally rich country (Li 2008).

Each program represents educator's forecast of future need of the society.

I asked the question: why did Tsinghua found this program? Answers could be categorized into five. (Table 4.1) Among these answers, "Landscape is part of human settlement science" and "With the resource of Tisnghua, landscape architecture department can play a significant role in China" marked as the two most outstanding answers.

Table 4.1 Why did Tsinghua found this program?

	Yang	Liu	Hu	Wu	Dang	Zhuang
Landscape is part of human settlement science	1	1		1	1	
It is a dream of elder architects in Tsinghua			1		1	
With the resource of Tsinghua, landscape architecture department can play a significant role in China			1	1		1
It is a need of the development of society					1	1
Tsinghua has long history of research on this field.						1

The understanding of contemporary issue also could be represented in "interviewees' understanding of the landscape architect's mission" (Table 4.2). The most responses fell into the category of "to design space (cities) inhabitable for people."

Table 4.2 The mission of landscape architects in China

	Yang	Hu	Wu	Dang	Zhuang	Steiner	Liu
To preserve and restore environment	1				1		
To design space (cities) inhabitable for people	1		1	1		1	1
To improve people's living standard		1					
To make sustainable outdoor space			1				
Let people truly understand nature			1				
To mitigate the tension between growing population and land resource					1		1
To inherit the traditional culture to the modern design					1		
Design and planning national and state parks						1	

Educator's practice in teaching

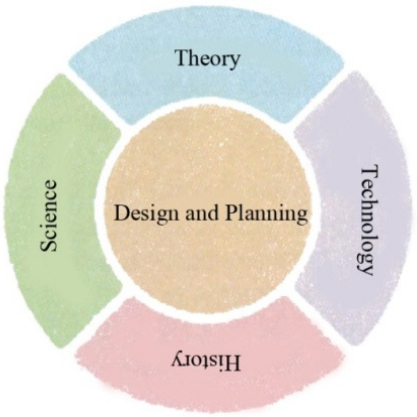
Teachers are an essential part of education, and their academic background will shape the program. I asked Professor Rui Yang[23] (THU), the question: A landscape architecture program requires faculty with what kind of academic background?

> He answered: 第一个要有规划设计的背景……第二个是生态。景观和城市规划之间最大区别是自然……第三位，我觉得一定的艺术修养是很重要的……原来 Olin 教授叫做四大板块。后来我给改成了五大板块。中心就是规划设计；旁边是科学板块，包括以生态为主的，景观生态、景观水文、景观地学；第二个是历史板块，景观历史，包括东方的、西方的；第三个是景观工程技术板块；第四个是景观理论板块……这个课程体系已经回答了这个问题。

[23] His title is deputy dean, but actually has worked as dean, since Professor Olin left. 2009 October.

Firstly, (they) should have design or planning background…secondly, (we need some faculty to have) ecology (background), [because] nature is the essential difference between landscape and urban planning…thirdly, certain level of artistic taste is also important…Professor Olin designed the curriculum structure into four parts. Now I modify it into five parts (Figure 4.2). The core is design and planning. The outer ring includes a) science, which is mainly ecology (also includes landscape hydrology and landscape geography), b) history, landscape history, which includes the eastern and the western, c) landscape technology, and d) landscape theory… Such a curriculum structure may answer your question (Interviewed in June 2009).

Figure 4.2 Curriculum structure



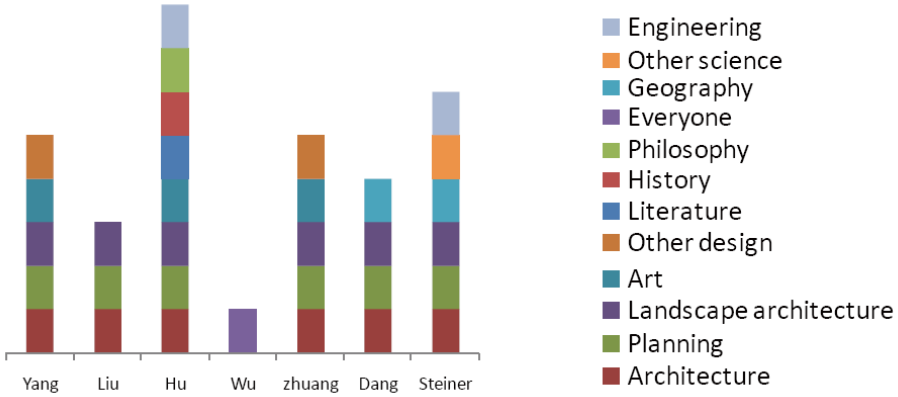
Source: Tsinghua landscape architecture the first three years 2005-2008 (Yang 2008, 82). Modified by author.

Professor Ron Henderson (THU) said: Our program only accepts graduates with B.Arch. from schools of architecture (e.g. Tsinghua University, Tianjin University) and students with B.L.A. from schools of landscape architecture (e.g. Beijing Forestry University). Probably ninety percent of our students are from these three universities… (Interviewed in Nov. 2009)

Although the attendees are currently limited to architecture and landscape architecture background, the faculty hopes and expects a more diverse student body in future. According to interviewees' response, they had different answers of the question: Students with what kind of academic background can apply for the MLA program? (Figure 4.3) Dr. Dongfan Wu (THU) considered everyone to be eligible to apply to this program. The others all mentioned landscape architecture, architecture, and planning. Professor Rui Yang (THU) and Dr. Youbo Zhuang (THU)

were open to other design backgrounds; and Professor Frederick Steiner (visiting lecturer of THU) was open to other science background.

Figure 4.3 Students with what kind of academic background can apply for the MLA program?



Some of them even mentioned their perspective on a new three-year program for students without design background.

> Professor Ron Henderson (THU) said: The Tsinghua program is now a two-year program, essentially an 'advanced placement' program. For Tsinghua to accept students without design backgrounds, I believe the program would need to add a three-year program (Interviewed in November 2009).

> Professor Frederick Steiner (visiting lecturer of THU) said: I think it's better for the students who do not have an architecture or landscape architecture background. I prefer the 2-year or 3-year program….. And if somebody already has the first degree of architecture or landscape architecture, and properly urban planning, they already have a design vocabulary that can be applied. So the 2-year program is good for them (Interviewed in July 2009).

According to the requirement of the Graduate School and the Architecture School in Tsinghua, there are two kinds of graduation requirements. One is for design oriented students (Table 4.3), and the other is for research oriented students (Table 4.4).

Table 4.3 Graduation requirement for design oriented student

			Credits	Course	Credits
From Tsinghua university	Required		5	Dialectics of nature	2
				Socialism and contemporary world	1
				Foreign language	2
From architecture school	≥29				
	Elective	Landscape architecture	≥11	Science of human settlement	2
				Landscape ecology	2
				History of Asian landscape architecture	2
				History of Western landscape architecture	2
				Landscape technology----vertical design and road design	2
				Plant design and planning	1
				Landscape geology	2
				Landscape hydrology	1
				Famous scenic area planning and design	1
		Architecture	≥3	Painting of architecture and scenery	2
				Introduction of modern architecture	2
				City planning theory and history	2
				Environmental and social impact assessment	1
				Urban sociology research	1
				Introduction of regional planning	1
				Urban geography	1
				Urban economy	2
				Cultural heritage preservation	2
				Introduction of environmental behavior	2
		Other disciplines	≥2		
	Required	Landscape architecture	12	Design studio(1)	4
				Design studio(2)	4
				Final design studio	4
		Architecture	2	Academic article reading	2
To get degree	Required	Landscape architecture	1	Literature review and thesis proposal	1
			0	Thesis	0
		Graduate school	1	Academic activities	1

Source: Tsinghua University 2008 year master student training plan (Tsinghua University graduate school 2008, 7-8). Created by author.

Table 4.4 Graduation requirement for research oriented student

			Credits	Course	Credits
From Tsinghua university	Required		5	Dialectics of nature	2
				Socialism and contemporary world	1
				Foreign language	2
From architecture school	≥22				
	Elective	Theory in landscape architecture	≥11	Science of human settlement	2
				Landscape ecology	2
				History of Asian landscape architecture	2
				History of Western landscape architecture	2
				Landscape technology----vertical design and road design	2
				Plant design and planning	1
				Landscape geology	2
				Landscape hydrology	1
				Famous scenic area planning and design	1
		Architecture	≥3	Painting of architecture and scenery	2
				Introduction of modern architecture	2
				City planning theory and history	2
				Environmental and social impact assessment	1
				Urban sociology research	1
				Introduction of regional planning	1
				Urban geography	1
				Urban economy	2
				Cultural heritage preservation	2
				Introduction of environmental behavior	2
		Other disciplines	≥2		
	Required	Landscape	4	Landscape architecture planning and design	4
		Architecture	2	Academic article reading	2
To get degree	Required	Landscape architecture	1	Literature review and thesis proposal	1
			0	Thesis	0
		Graduate school	1	Academic activities	1

Source: Tsinghua University 2008 year master student training plan (Tsinghua University graduate school 2008, 5-6). Created by author.

The requirements for design oriented students and research oriented student are similar. The only difference is that the former has a final design studio, while the latter do not.

Interviewees also express their idea of refining the curriculum (Table 4.5). Three faculty members considered rearrangement of courses. Three faculty members considered making this program a two or three year program to help students with different backgrounds.

Table 4.5 Idea of refining curriculum

	Yang	Liu	Hu	Wu	Dang	Zhuang	Steiner	Henderson
Adjust the teaching of science and technology according to students' feedback in their design studio	1							
Teach science and technology courses before studio		1			1	1		
Open a course combines design theory and studio work together			1					
Open construction practice course				1				
Extent the study time					1			
Create a 2-year or 3-year for students with different backgrounds	1						1	1

Thesis and dissertation topics

The inventory of topics is attached in the Appendix E, and topics are represented by numbers. According to abstract of thesis and dissertation, I categorize them into urbanism issue, natural degeneration issue, and recalling cultural identity issue, to see whether the choices of topic match educator's thinking of contemporary issues. There are 25 theses and dissertations from 2003 till 2009, and 21 of them study urbanism issues (Table 4.6). "Open space design" and "historical site preservation and restoration in urban areas" seem to be the top issue in urbanization process.

Table 4.6 Thesis on urbanism issues analysis

THESIS	Open space design	Historical site preservation and restoration in urban areas	Ecological system restoration	Water resource preservation and water body restoration	City character building	Pastoral scenery restoration
1						1
2	1	1		1		
3	1			1		
4		1				
5	1	1			1	
6	1	1				
7	1					
8	1	1				
9		1				
10	1	1				
11		1				
12						
13			1			
14	1			1		
15			1	1		
16	1				1	
17			1			
18				1		
19	1					
20						
21	1					

Table 4.6 (cont.)

22	1		1			
23			1			
24						
25						

13 of 25 topics study natural degeneration issues. “National parks and state parks planning and management”, “water body restoration”, and “plant community restoration” are the top three (Table 4.7).

Table 4.7 Thesis on natural degeneration issues analysis

THESIS	National parks and state parks planning and management	Water body (river/wetland) restoration	Habitat restoration	Ecological corridor restoration	Pastoral scenery restoration	Brown field remediation	Plant community restoration	Environmental Impact Assessment	GIS application
1		1			1				
2									
3		1		1					
4									
5									
6									
7									
8									
9									1
10							1		
11									
12	1	1					1		
13	1	1	1						
14		1							
15									
16									
17	1						1		
18									
19									

Table 4.7 (cont.)

20									
21							1		
22				1					
23		1	1			1			
24	1							1	
25									

13 of 25 topics study cultural identity issues. Most work is done on cultural heritage site development (Table 4.8). Cultural heritage here refers to historical buildings, districts, parks, which reflect national cultural identity or local cultural identity. They not only recall the traditional cultural identity, but also study contemporary cultural identity.

Table 4.8 Thesis on cultural identity

THESIS	Cultural heritage restoration	Cultural heritage site development	Research on today's culture expression	Research on traditional garden design
1				
2		1		
3				
4	1			
5		1		
6		1		
7		1	1	
8		1		
9		1		
10	1			
11		1		
12				
13				
14				
15				
16	1	1		
17				

Table 4.8 (cont.)

18				
19			1	
20				1
21				
22				
23				
24				
25				1

Studio Topics

From 2004 this program began to recruit students, but they did not have design studio in that year. The design studio began from 2005. There are 9 topics from 2005 to 2009 (Table 4.9).

Table 4.9 Studio topics

Time		Topics
2005	Fall	A. Main building plaza design (1) B. Shuangqin road modification (2)
		Three hill five gardens (3)
2006	Spring	A. CDB park design (4) B. SOHO area park design (5)
	Fall	Humanistic urban landscape
2007	Spring	Three hill five gardens
	Fall	Shougang ertong industrial field (6)
2008	Spring	Shougang ertong industrial field
	Fall	Zhongguancunxiqu landscape design (7) Dazhongsi landscape desing (8)
2009	Spring	Zhoukoudian area landscape planning (9)

Note: Numbers in brackets are used in reference to the next table 4.10. Humanistic urban landscape is an environmental comfort investigation on CBD and SOHO park.

All the topics cover some urbanism issues (Table 4.10). Three of the topics deal with the environmental degeneration problem, and have some concerns on ecological restoration (water resource, brown field). The Three Hills Five Gardens area is an important cultural heritage in China, which is mainly the empire garden in Qing Dynasty. Zhoukoudian area is an archeological site for tourism with some small villages and small abandoned industrial sites.

Table 4.10 Studio topics analysis

	1	2	3	4	5	6	7	8	9
Urbanization issue	1	1	1	1	1	1	1	1	1
Environmental degeneration			1			1			1
Cultural Heritage			1						1

In the urbanism category, five of them deal with the open space in high density areas. All the sites are in Beijing, the largest city and the capital city in China, which has the most serious

challenge of urbanization process (Table 4.11). (China's urbanization process is happening mostly in big post-industrial cities.) The topic of "shougang ertong industrial field" is a good example of the urbanization process.

Table 4.11 Urbanism issue

	1	2	3	4	5	6	7	8	9
Open space in high density area	1			1	1		1	1	
Streetscape in high density area		1							
Rural area urbanization and tourist			1						1
Redefine function of former industrial site						1			

Faculty also illustrated their choice of studio topics (Table 4.12). Four of the responses focused on dominant and hot issues in China. Two of them concerned the ability to get enough research resources and materials for students. Two of them talked about the broad range of design scales, and one also talked about design in different conditions, urban and rural areas.

Table 4.12 How to choose design topics

	Yang	Hu	Wu	Dang	Zhuang	Steiner
Dominant and hot issues (Preservation, heritage, brown field)	1	1			1	1
Capability to get enough research resource and material	1		1			
The broad range of design scales		1		1		
Urban space			1			
Study different conditions, from urban to rural				1		
Water						1

4.2 COMPARISON STUDY

Peking University

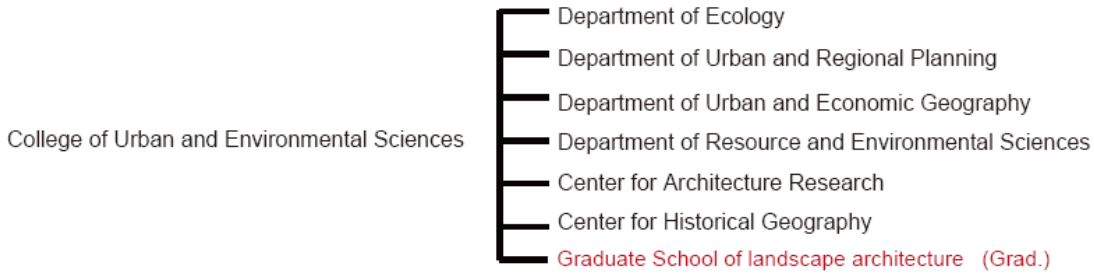
Figure 4.4 Peking University badge

Founded in 1898, Peking University (PKU) (Figure 4.4) was originally known as the Imperial University of Peking. In 1912, the university adopted its present name. It is located northwest of Beijing, adjacent to Tsinghua University. From its website, we can read that this university holds a tradition of "patriotism, progress, democracy, and science," and its academic virtues are "diligence, precision, factualism, and innovation" (Peking University). This University is famous for the New Culture Movement at the beginning of the 20th century, and the May 4th Movement in 1919, and it "was the birthplace of modern ideas of democracy and science in China in the early 1900's" (Peking University website, Message from the Chair of the University Council).

The landscape architecture program in Peking University, named Graduate School of Landscape Architecture (GSLA), was founded in January 2003 by Professor Kongjian Yu. It originated in an earlier institution called the Center for Landscape Architecture and Planning, founded in January 1998 [24](Graduate School of Landscape Architecture). This program is in the College of Urban and Environmental Sciences (Figure 4.5). In my interview, Professor Kongjian Yu recalled this program's history. From 1997 to 2005, this program awarded the degree of Master of Science in Landscape Architecture with a human geography specialty (MS). Since 2005, they began to offer the degree of Master of Science in Landscape Architecture (MSLA), and the following year, they began to offer the degree of Master of Landscape Architecture (MLA). Today, this program offers all three kinds of degrees (Interviewed in October 2009). According to their website, this program has 11 members of the Academic Committee, and sponsors two publications (Figure 4.6).

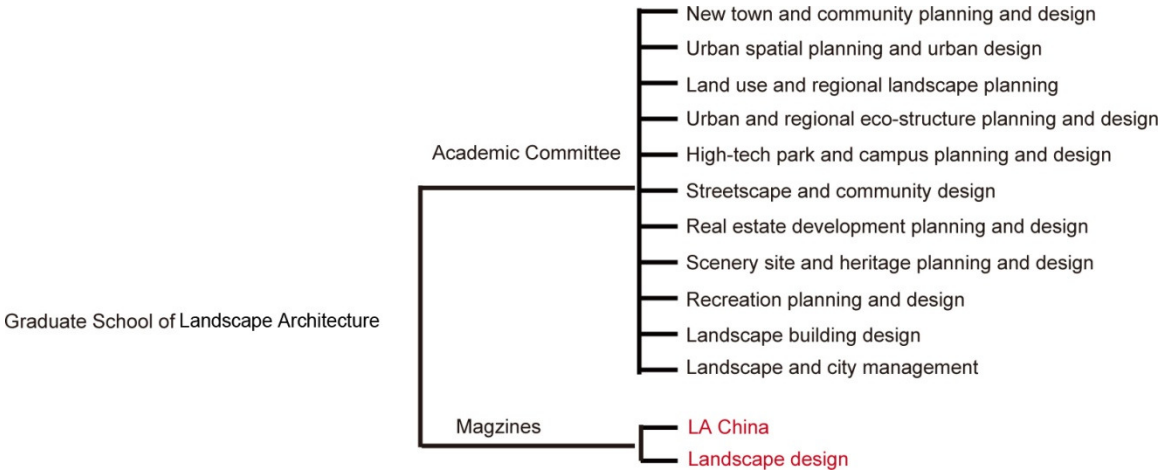
[24] But according to my interview with Professor Kongjian Yu in Oct.2009, it was founded in 1997.

Figure 4.5 Structure of college of urban and environmental sciences in PKU



Source: College of Urban and Environmental Science, Peking University. http://www.urbanenviron.pku.edu.cn/english/index.html# Translated and created by author.

Figure 4.6 Structure of graduate school of landscape architecture in PKU



Source: Graduate School of Landscape Architecture, Peking University. *Xueyuanjianjie* [Introduction]. http://www.gsla.pku.edu.cn/intro/. Translated and created by author.

According to the information from their website, this program has three Chinese faculty members, and several Chinese and foreign visiting lecturers (Graduate School of Landscape Architecture). According to my conversations with some students and alumni in Peking University, the major teaching work is performed by the faculty, and visiting lecturers spend only a short time in some of their design studios. At the beginning of their program, they only recruited two to three students each year. However, in 2010, they recruited 30 students of MSLA (two years), and 30 of MLA (three to five years), and one to three students of MS (two years). It seems that they are trying to expand this program with limited teaching resources.

Students applying to this program are required to pass the Graduate Candidate Test [examination], which is the graduate school entering test for every applicant in China (Table

4.13). Sometimes there are students nominated by other schools who could omit the interview. But they need to pass a two-hour writing test and choose one of three design topics. Other students are required to pass the interview, as well as the two-hour writing test and design test (they are required to take the site design, and can't choose the other two).

Table 4.13 Peking University landscape program entering exam

GCT (Graduate Candidate Test)

Student	Interview	Exam	
		2 hours writing	4 hours professional ability test
			Site design (design background) GIS (Geo science or GIS background) Spatial sense (other background)
Recommended			Choose one
Other			Site design

Source: Graduate School of Landscape Architecture, Peking University. *Beijingdaxue 2010 nian shuoshi yanjiusheng zhaoshengjianzhang* [Peking University 2010 Master Student Enrollment Regulation]. http://www.gsla.pku.edu.cn/degree/2009/87.htm. Translated and created by author.

The following is an example of courses taken by one of the alumni (MSLA) who graduated in 2009. About 39 credits were finished to accomplish her degree (Table 4.14).

Table 4.14 Example of courses taken by one graduate student in Peking University

Semester	Course		Credit
1	History of Landscape Architecture	Required	2
1	Natural Systems of Landscape and Evaluation	Required	2
1	Theory and Methodology of Landscape Architecture(III): Site Planning and Design	Required	4
1	Classical Reading and Dependent Studies(I)	Required	1
1	English (First Foreign Language)	Required	4
1	Dialectics of Nature	Required	3
1	Theory and Practice of Scientific Socialism	Required	2
1	Geographic Information Systems	Elective	3
1	Design Expression	Elective	2
2	Landscape Sociology	Required	2
2	Theory and Methodology of Landscape Architecture(I): Regional Landscape Planning	Required	4
2	Theory and Methodology of Landscape Architecture(II): City Landscape Planning and Urban Design	Required	4
2	Cultural Systems of Landscape and Evaluation	Required	2
2	Classical Reading and Dependent Studies(II)	Required	1

According to Professor Kongjian Yu, students take classes in the first year, and they write thesis in the last year to complete a Master of Science degree program. One of the alumni recalled that due to the limited course resources in Graduate School of Landscape Architecture, students usually chose courses from other departments. This is supported by the Peking University's tradition: courses offered in Peking University are open to every student in every department.

> Upon being asked, "The graduates' career path" and "How many students go to design firm", Professor Yu replied: 有各种各样的……有的出来都是读博士了……还有的到银行，有的教学，有的到设计单位……（到设计单位工作的）有一半吧。
>
> *There are many ways…some of them study abroad to continue their doctoral degrees… Some go to banks, schools, and design firms. About half (go to design firms) (Interviewed in Oct. 2009).*

Professor Kongjian Yu has produced many publications, which deliver his idea that he is trying to start a revolution in landscape architecture education in China and break with the past in order to find a completely new way. Thus he is considered a controversial figure in China. In many of his articles, he takes a critical position that scholar gardens were designed only for upper class aristocrat and the elite. He considers these gardens as the "fake peach blossom valley" (虚假

的桃花源)[25]and reflect the culture of "little foot" (裹小脚), perceived as not healthy and totally controlled nature (2007, 63). This theme appeared again when he came to University of Illinois at Urbana-Champaign to give a lecture in fall 2009. In another article he proposed that in the past decades, landscape design in China only emphasized form, and that people destroyed the original "peach blossom valley," and build a fake one (2007, 13). When he was interviewed by Landscape Architecture (风景园林), he mentioned the notion of "*new Chinese*" (新而中) landscape architecture. He define it as neither "*old Chinese*" (旧而中), nor "*new western*" (新而洋). He declared that "*A strategy to solve environmental issue in China from a landscape architectural perspective is to propose abstemious, vernacular, sustainable contemporary designs*" (解决中国环境问题的一种景观策略：那就是节约的、本土的、可持续的当代设计) (2009, 95).

Although his educational philosophy seems different from other educators, we still can find some consensus among them. He talks about the challenges and opportunities that landscape architecture is facing:

> 第一个挑战即是环境的可持续问题。第二个挑战是文化身份的认同问题：如果我们失去了文化身份，那民族的存在是没有任何意义的。第三个挑战是"精神家园的丧失"。
>
> *First is the challenge of sustainable environment issue. Second is the challenge of cultural identity issue. If we lose our cultural identity, then the existing of our nation is meaningless. The third is the challenge of losing the spiritual home* (2007, 13).

[25] Peach blossom valley is described in the famous literature which is written by the litterateur and poet Yuanming Tao 1600 years ago.

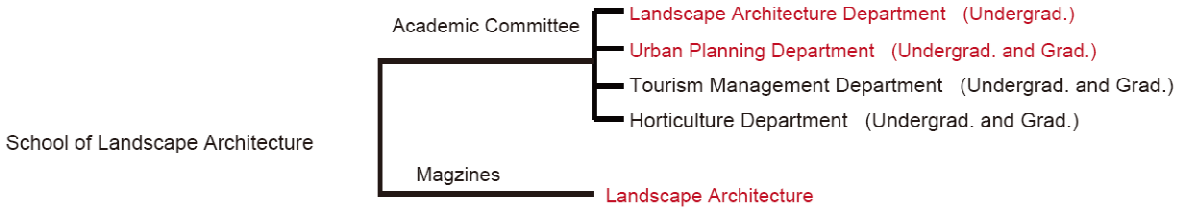
Beijing Forestry University

Figure 4.7 Beijing Forestry University Badge

Beijing Forestry University (BFU), located in northwest of Beijing, used to be the Forestry Department of Peking University (Figure 4.7). After the foundation of the University in 1952, educators from Peking University, Tsinghua University and Beijing Agriculture University were transferred to this university (Beijing Forestry University). This university is famous for its forestry, environmental science and biology, and landscape architecture programs. Landscape architecture program was founded in 1951 and transformed from the Landscape Studies Group which was also the predecessor of Tsinghua's landscape architecture program. In 1965, at one point this program was closed due to some political reasons, although the faculty was maintained in other programs. However, in 1974, BFU opened this program again, renewing its long history in China with a large size. BFU has cultivated many leading figures in this discipline in China.

In the School of Landscape Architecture, there are four departments (Figure 4.8). Professor Xiong Li (Dean of School of Landscape Architecture) claimed that landscape architecture department will "*insist on the undergraduate education as the foundation, and underlines advanced talents cultivation*" (坚持以本科教育 为基础，注重高层次人才的培养) (2009, 46). Landscape architecture department and urban planning department have very similar curriculum due to historical reasons. Landscape Architecture Department only has undergraduate program, whereas urban planning department offers graduate education which is considered to be the graduate landscape architecture program. The following diagram shows the research direction of urban planning department (Figure 4.9), in which four of the six are focused on landscape architecture. In this thesis, my research is about the graduate program in urban planning department.

Figure 4.8 Structure of landscape architecture school in BFU



Source: Admission Web of Beijing Forestry University. http://zsb.bjfu.edu.cn/zszy/4426.htm. Translated and created by author.

Figure 4. 9 Structure of urban planning department in BFU

Source: *Beijinglinyedaxue 2010 shuoshi zhaosheng zhuanye mulu* [Beijing Forestry University 2010 master enrollment catalog] (2010, 2). Translated and created by author.

This department offers degree of Master of Engineering in Landscape Architecture (ME), Master of Landscape Architecture (MLA), and Doctor of Engineering in Landscape Architecture. According to Dr. Lin's research on 2006 data, there were 14 faculty in urban planning department, with 70 master students and 18 doctoral students (2007, 76). According to their website, in 2010 there were 55 new ME students (three years), and 40 new MLA students (3 years).

Because BFU has undergraduate students in landscape architecture, some students are nominated for the graduate program without taking GCT. Other applicants need to pass the GCT and site design test, and then take the interview.

According to the graduate school requirement for the Master degree, ME students are expected to finish the following courses. (Table 4.15) It seems that the graduate program is designed as an advanced education for students with some background in landscape architecture aready. It gives students only one year to finish the advanced course, and doesn't offer some basic courses in this graduate program. Some alumni considered this program in BFU as a professional practice oriented program. Usually all the courses must be finished in the first year, and in the next two years, they do real projects with their advisors. Most of the alumni work in practical design field and relevant government departments.

Table 4.15 Graduation requirement of BFU

			Course	Credit	Years
From BFU	Required	≥18	Theory and practice of Scientific Socialism	2	First
			dialectics of nature	2	
			Foreign Language	6	
From LA School	Required		Landscape planning and design discussion	2	
			Landscape design	2	
			Ecological design	1	
			Modern Foreign landscape history	1	
			Plant design	2	
			Urban planning method and practice	1	
	Elective	≥5	Urban form and planning theory	1	
			Traditional Chinese garden inheritance and development	1	
			Environmental rescource protection and development	1	
			Landscape design theory	1	
			Landscape construction technology and management	1	
			Architecture design and theory	1	
	Required	5	Thesis proposal	2	Second and third
			Professional English	1	
			Seminar	2	

BFU contributes a lot to traditional Chinese garden research in the past. Because many elder faculty members had made commitment to this area, they emphasize the continuity of this discipline, considering that landscape architecture is a continuity of traditional garden design. They insist on naming the discipline as *fengjingyuanlin* (风景园林) to acknowledge the past. The journal of BFU is titled *fengjingyuanlin*.

When talking about the past, educators pay great respect to the traditional philosophy of "nature and man in one." Professor Youming Chen (BFU) noted: "*When (we) deal with national culture, (we) need to pay attention to details of the past, the present and the future, as well as the trends of the whole system. This embodies the importance of drawing lessons from history*" (在对待民族文化文明时， 在思想认识上一定要既重视其过去、现在及将来各环节的细目，也要重视其大系统的走向，其中亦体现以史为鉴的重要性) (2007, 9). Professor Xiaoxiang Sun (BFU) points out that: "*Our predecessors had remarkable practice in the past thousands of years, which contributed to the development of discipline and practice, and accumulated intelligence and*

experience" (我国先辈千百年来进行的卓越的生产实践，为这个行业和学科的发展，积累了智慧和经验，做出了贡献) (2009, 37). Professor Zhaozhen Meng (BFU) valued the philosophy of Guanzi which said that "*beauty comes from the harmony of man and nature*" (人与天调而天下之美生) (2009, 38).

Professor Xiong Li cited from the ancient book *Yuanye* that "*(Landscape) comes from nature, not from artificial work*" (自成天然之趣、不烦人事之工) (2009, 46).

However, given the increasing importance of economic development and globalization, there is some change of faculty's attitude to traditional garden research. As an alumnus, Professor Jie Hu (THU) once talked about the change of this program:

> 我最近去北林，和北林的老师学生聊，我感觉非常的遗憾。我一直认为北林是研究古典园林的一个基地。像孙先生、孟先生这么精通古典园林的人应该有继承人。但是和遗憾，目前中层年轻的老师都不愿意谈这个，也不研究古典园林，都在追求现代景观学这么一个发展方向。
>
> *I went to Beijing Forestry University recently, and talked with the faculty and students. I used to think BFU was a foundation of traditional garden research, people should continue the research of Professor Xiaoxiang Sun (BFU) and Professor Zhaozhen Meng (BFU), who are experts in this field. However, young faculty members do not like to do research on traditional gardens, but would rather study modern landscape design (Interviewed in 2009).*

Faculty members also have many thoughts on contemporary issues. Professor Xiaoxiang Sun (BFU) stressed:

> 现代的Landscape Architecture学科，不仅包涵了园林设计， 也包涵了城市设计、大地规划。Landscape Architecture要学习很多课程，与土地利用、自然资源的经营管理、生态学，与工业、农业，与建筑学、城市设计，于计算机应用等等相关的。
> *Today landscape architecture not only includes garden design, but also urban design, and landscape planning. There are many courses in landscape architecture, ones that are related to land use, nature resource management, ecology, industry, agriculture, architecture, urban design and computer science (2009, 37).*

Professor Xuehen Su (BFU) considered that: 环境污染，尤其水污染日趋严重……园林的主要任务，除了观赏功能以外，更重要的是改善城市人居环境……未来10年的风景园林会愈来愈向国土治理的方向发展……最终会实现大地园林化。

Environmental pollution, especially water pollution is deteriorating … In addition to creating ornamental garden, the main task of landscape architecture is to improve the urban living environment …In the next 10 years landscape architecture will develop to recuperate national land…finally will accomplish national landscaping (2009, 40-41).

Professor Zhaozhen Meng (BFU) pointed out that: 城市首先要保护自然资源，山水、土壤、植被……治水为国家大事…..集中一点就是强调发挥用地之“地宜”……包涵自然资源和人文资源。

In urban areas (we) need to first preserve natural resources, like land, water, soil, and plants….Water management is essential to the nation…it's essential to emphasize the importance of using land properly based on natural and culture resources (2009, 38).

Professor Fang He (BFU) believe that: 我们常说“师法自然”……未来几代人都将面临生态恶化的严峻考验……绿色技术和景观生态规划将贯穿城市、建筑等诸多的规划设计领域……（风景园林师的责任是）对地球生态、国土生态、城乡生态恢复与重构……中国风景园林将一如既往的继承中国博大精深的文化传统，发挥多元、乡土的创作精神，创造富有生命力的好作品。

We always say to learn from the nature … The future generations will face the challenge of ecological degeneration … Green technology and landscape ecological planning will impenetrate urban planning, architecture and other design fields…(Landscape architects' mission is) the restoration and reconstruction of global, national, urban and rural ecological system… Landscape architecture in China will continuously inherit our broad and profound cultural tradition, creating various, vernacular and vivid design (2009, 92).

Professor Xiangrong Wang (BFU) considered that: 中国需要在自己这片土地上，遵循自己的自然和文化、寻求合适的途径，解决自己的问题……风景园林永恒的主题是协调人与自然的关系……

> *China needs to focus on its own land, follow its own nature and culture, and seek proper ways to solve its own problems… (Landscape architecture) balances the human society and the nature… (2009, 97-98)*

Beijing Forestry University is famous for its courses on plants. Educators express the importance of planting design in landscape education. Professor Junyu Chen (BFU) even considered that the essential part of landscape architecture was plants, and that planting design was the main body of knowledge of this discipline (2009, 104).

CHAPTER 5

DISCUSSION

5.1 IMPORTED WESTERN KNOWLEDGE IS NOT THE MAIN REASON FOR THE ARGUMENT OF NAMING THE DISCIPLINE TODAY

From the literature review we can see that in China modern imported design knowledge began in the early 20th century. Some of the leading educators have study abroad experience, such as Professor Shouyu Zhang and Professor Zhi Chen (in Japan), Professor Xunli (in France), Professor Liangyong Wu and Professor Sicheng Liang (in America) (Lin 2007). They have each contributed to educational transformations, leading traditional garden design to modern landscape design, when they came back to teach in China.

The Landscape Studies Group founded in Tsinghua University in 1951 is considered to be the first landscape architecture program in China. Table 5.1 is based on the information from the brochure entitled "Tsinghua Landscape Architecture- the first three years 2005-2008." It shows their curriculum structure in terms of five categories. Table 5.2 is the first year curriculum of the Landscape Studies Group 59 years ago, according to Dr. Lin's dissertation (2007, 23-24). We can see that the old curriculum was designed under a modern teaching system, not to be used to train traditional garden designers. This means that imported knowledge has had an impact on this discipline for a long time. Although classes have changed, the structure was preserved. Both curricula have courses in theory, history, science, technology, and practice. What is different is that the old curriculum was for an undergraduate program (students join this program in their third or fourth year), so there were some basic courses, such as engineering drafting and survey, pencil sketch, and water painting. Today, Tsinghua develops its research directions in natural and cultural heritage preservation and ecological restoration. There was only one history course offered in the old curriculum, due to the lack of faculty. However, in the new curriculum, there are four history courses, covering both eastern and western history. This matches their educational philosophy of learning from the Chinese traditional design, as well as studying it in a global context.

Table 5.1 Curriculum of Tsinghua landscape program in 2009

category	Course
Theory	Introduction of landscape architecture
	Site and environment
	Landscape ecological planning principle
	Landscape architecture research method
	Landscape painting
History	Traditional Chinese garden
	Asian landscape architecture
	Western landscape architecture
	Landscape architecture theory
Science	Introduction of ecology
	Landscape ecology
	Landscape hydrology
	Landscape geology
	Rural ecology
Technology	Plant design and planning
	Vertical design and road design
	Tourism planning and design
	Cultural and natural heritage conservation
	Brown field planning and design
Practice	Site design
	Urban landscape design
	Landscape planning
	Comprehensive landscape planning and design
	Thesis
	Final design and paper*

*Final design and paper is for undergraduate architecture students in their last year, if they choose to finish their final design in the Landscape Architecture Department.

Table 5.2 Curriculum of the first landscape program in 1951

Category	Course
Theory	Pencil sketch
	Water painting
History	Chinese architecture*
Science	Forestry
Technology	Plants
	Engineering drafting
	Engineering survey
	Architecture construction
	Park construction
Practice	Urban planning
	Park design
	Lectures
	Internship in 5 cities and summer palace in Chengde

*In China garden and architecture are not separate in traditional design theory. Thus architecture history and landscape garden history are taught together.

The timeline comparison diagram in Chapter 2 shows that the turning points in landscape education have been affected by important political events and policy changes in China. The change of titles and variety of teaching emphases serve the need of national development and people's lives. As programs use different names and the discipline grows, quickly the question is now raised by educators whether there is a need to raise landscape architecture to a primary discipline, or make it a secondary discipline under urban planning or agriculture. This flourishing of landscape education is the result of the rapidly growing development condition of China. As Professor Youmin Chen summarized the 60 years of development of landscape architecture: "*National prosperity makes landscape architecture grow, national crisis makes landscape architecture dead*" (国家繁荣则园林兴，国家停滞则园林亡) (2009, 40).

5.2 EDUCATORS HOLD DIFFERENT VIEWS OF THE PAST

From my research on the three programs, most educators give respect to the continuity of history and the deposit of the culture and civilization; they consider that the past nourishes the present. Here are the values they mentioned:

"*Shanshui*" is a term known worldwide, and literally means mountain and water. It represents the origin of traditional Chinese garden: *Yaochi* and *Xuanpu*. *Yaochi* (Figure 5.1) is a lake on top of Kunlun Mountain in Xinjiang Uyghur Autonomous Region, in west China, where the goddess *Xiwangmu* (Figure 5.2) lives. *Xuanpu* is a magnificent palace where the mythic emperor lives. The two sites establish the fundamental elements of Chinese gardens, which are mountain (land), water, architecture and plant. *Shanshui* is a metaphor of Chinese culture, and gives a Chinese perspective of landscape. It represents Chinese aesthetic. We have *shanshui* poetry and *shanshui* painting (Figure 5.3) which hold the similar philosophy.

Figure 5.1 Yaochi

Source: http://www.tianshannet.com.cn/travel/content/2008-05/06/content_2571542.htm

Figure 5.2 Xiwangmu

Source: http://www.greatchinese.net/gods/xiwangmu.htm

Figure 5.3 Shanshui painting

Source: http://my.opera.com/zhouye.ah/albums/showpic.dml?album=562603&picture=7832052

Traditional Chinese garden design derives from Daoism, Buddhism, and Confucianism, and values the philosophy of "天人合一," which means nature and man in one, or life lived in spiritual harmony with nature. Chinese gardens are famous for their visual beauty and elegance, but are not limited to this. Gardens are a contemplative world where people may heal their physical body and spirit. Traditional Chinese culture emphasizes spiritual level of contemplation and meditation. The Buddhist term "悟," Daoism term "修炼," and Confucianism term "修身养性," all teach people to raise above the material universe. Traditional gardens and scenery sites are an important place for people to cultivate one's temperament and character.

The ideal living environments in literature and poetry are created in gardens. *The story of the peach blossom valley* (桃花源记) was written by the famous writer and poet Yuanming Tao (Dongjin Dynasty to NanChao Dynasty, about 365-427 ACE) 1600 years ago. It is considered to be the ideal human habitat. It depicts a fisher man who accidentally enters a scenic valley. There there are rich farmlands, beautiful peach flowers bloom, and the paradise is totally isolated from the outside world. All the people in the community harmonize like a family, they are healthy and happy. This story not only shows a physically pleasant place, but also portrays one kind of spiritual living style. The style is to be hermit, self-contained, and to escape from the material world, which are celebrated in traditional philosophy. Imperial garden and scholar garden design pursues this style in form of poetic couplet and naming of sceneries in gardens in order to declare the owner's moral taste.

Professor Youmin Chen (BFU) stressed: 园林理想抽象概括地说以桃花源的境界为蓝本，是一个鸟语花香、环境清洁美丽、青山绿水、花果满园、祥和安全、人民互相尊重、善良有礼、快乐幸福的环境。

The prototype of ideal landscape is the 'Peach Blossom Valley', which is a healthy and beautiful habitat. It has birds singing and fragrant flowers, enjoyable scenery, and productive farmland. People live peacefully and are very ethical (2009, 39).

Professor Rui Yang (THU) expressed the similar idea in his interview (2009). Professor KongjianYu (PKU) also mentioned this story in his article: "*landscape design in today's world should carry the mission that we need to rebuild Peach Blossom Valley and the harmony of nature and man*" (当代景观设计学要承担起重建桃花源、重建天地-人-神和谐的重任) (2007, 13 abstract).

"*Fengshui*" is the general theory for architecture, landscape, city planning, as well as people's daily activities. Similar to Chinese medical theory, *qi* (气) and *mai* (脉) are the essential elements. Therefore, in Chinese culture, human health and environmental health are treated under the same logic in some perspective. Humans are a part of nature and fengshui theory helps peoples' life obey natural principles.

While some educators value the traditional garden design, by contrast, others consider tradition as a conceptual enemy to contemporary design. They try to break with the past in order to find a completely new way. As Professor Kongjian Yu has said in his publications and articles, he considers that traditional gardens are designed only for the elite, and the twisted plants and over decorated elements reflect a sick aesthetic taste. He wants to lead a revolution in today's design education and practice, which focuses instead on productive landscape.

Professor Xin Wu has a different view of this: 你追到以前，园林是中国人生活的一部分。比如说庙会阿，还有很多花的生日，都是跟中国文化是连在一起的。所以现在是中国园林把它分出来，作为一个艺术品，其实这是近代的事情……把文人园，把它完全隔开。现在已经没有人生活在里面。以前这些园林都是住家的，所以如果那样看得话，以前有很多联系的东西。

Traditional gardens were a part of people's daily life in the old time. Like the temple fair (庙会) and birthday of flowers, they are all parts of our culture. However in modern China, historical gardens are isolated as an art work… (We) isolate the scholar gardens, no one lives there now. They used to be people's

home. If we see these gardens in their context, we will find there are many connections to daily life (Interviewed in November 2009).

In this debate, imperial gardens and scholar gardens built in Ming Dynasty (1368ACE - 1644ACE) to Qing Dynasty (1644ACE - 1912ACE) are the most controversial part in Chinese garden history. One reason is that both their physical sites and documents are preserved relatively better. They are easy to study. The other reason is that these gardens are built during the weak period of the nation.[26] They easily became the representation of the weak culture. Thus people who criticize traditional garden will first use them as examples. As Professor Kongjian Yu said in his article:"*This useless, so called garden art itself accelerates the death of the last feudal empire*" (这种没有任何实际用处的、所谓的园林艺术本身，加速了中国最后一个封建王朝的灭亡) (2007, 13).

Whereas some educators consider that our garden history is long, styles and forms vary in each Dynasty. Scholar gardens and imperial gardens are only part of them. We shouldn't limit our sight only to this period.

Dr. Hailong Liu said: 汉代，整体的艺术风格是一个向上的、大气的、明朗的……包括在建筑方面，在园林方面我觉得可能也是这样。但是可能在另外一些朝代比如说……更多的是像魏晋、五代、南北朝、五代十国，可能是到南宋，那么它更多的是向内的、内敛的，更多的一些微缩的，更追求一些小巧的、小趣味的一些东西。

In Han Dynasty, the overall art style is affirmative, majestic, and broad…including architecture, I guess landscape is similar. But maybe in other dynasties, for example… more in Wei, Jin, Wudai, Nanbeichao, Wudaishiguo, maybe till Nansong, the style is more introverted, miniature, pursues something exquisite (Interviewed in June 2009).

According to Professor Rui Yang: 而且中国的古典园林分成很多期。秦汉、魏晋南北朝、宋代的、明清的，个个时候都不太一样……西湖也是公共景观，西湖也不是皇家的，也不是私家的。还有很多寺庙。

There are several periods in the old Chinese garden design, such as Qin and Han; Weijin and Nanbeichao Dynasty; Song, Ming and Qing. They are different from each other... The West Lake (in Hangzhou city) is public landscape; it is not empire or (other) private (garden). There also many temple landscapes (Interviewed in June 2009).

[26] The collapse of the great empire, Qing Dynasty, ends the feudal period of China. The closed door is opened by foreign countries, especially the western county. This is considered as the weak period of the nation.

According to educators' thoughts, their attitudes to today's education could be categorized into two positions: evolution and revolution. Evolution usually gives more respect to the history and predecessors, and develops gradually. On the other hand, revolution celebrates the radical changes which respond to external forces, like the mutation in biology.

Educators, who believe in evolution, consider traditional Chinese garden as a cultural heritage that needs to be preserved. They feel the need to continue the research on them, and let students know the history. There are slightly different opinions in this group.

> Professor Anrong Dang noted: 我自己感觉，从从事这些的学者来讲，尤其是年轻的学者，更多的是融合。就是把古典园林讲究的这种天地人合，或者是人与自然的这种天人合一借鉴过来。同时又有西方的这种科学的推理阿，科学的分析融合在一起的。但是相对年纪大一点的老一点的学者，特别是园林这个领域老一点的学者，他们更想能传承中国古典园林，走一些传统的一些理念。不太愿意用景观来替代。也许有一种危险、危机、被蚕食的忧虑吧。
>
> *I have a feeling that young scholars (educators) see interaction more which is to borrow the idea "people and nature in one" in traditional garden design and integrate the scientific rationalization and analysis (to today's design). Whereas the elder scholars (educators) especially the ones who worked for a long time in this discipline, want to inherit the traditional garden design with its theory. They do not want to use Jingguan to replace (the Chinese term Yuanlin). They may worry about the risk and danger of (traditional garden) being demolished (Interviewed in June 2009).*

From my interview, I feel younger educators seems to be more optimistic. They do not see the boundary between traditional garden design and landscape design quite as sharply, and would like to stress the technique, method and theory, which are still useful today. They also talk about some old gardens redesigned as public parks and temple complex turned to a place for scenery tourism.

Some of them consider "landscape" as a foreign term that no equivalent. In our culture we only have *shanshui*. They argue that we do not need to see this discipline from a western perspective.

> Dr. Hailong Liu said: 我觉得 landscape 首先它是一个西方的词汇，就和 science 似的，古希腊古罗马的这种文化传统下产生出来的，它是很自然产生的一个成果。它的发展，它的成就也是很自然的……我觉得同样就是 landscape 在中国的话，某种角度你没有必要去深究它。它是西方土壤下产生的果实。中国没有这样的土壤。中国

有的就是园林，就是古代山水画，山水诗，还有这种田园诗。现代意义上西方人做的景观设计有他的文化传统在里面，但是中国我们现在更重要的就是刚才说的创新的那方面。能够找到我们文化传统里面和 landscape 对应的那种文化和内涵，或者说根在里面。至于这个词可以叫 landscape，也可以不叫。

I consider that firstly landscape is a western word, like science, they were both born in Ancient Greek and Roman culture. It is a spontaneous product (of western culture), as well as its development and accomplishment... Similar to this, I do not think you need to think the term "landscape" in China too deeply in some perspective. For it is a western fruit, China doesn't have this soil. What China has is Yuanlin, that is traditional Shanshui painting and poem, as well as pastoral poem. Today western designs have their cultural tradition (we do not have their culture). But what is important to us is innovation, as I said, to find our culture tradition or root in design. We can call it landscape or not. (Interviewed in June 2009)

Led by Professor Kongjian Yu, the agenda of the revolution group is to set up a completely new discipline. As he considers in the future ten years, landscape architecture in China will fundamentally reform and follow great revolution and development (2009, 96). His idea is challenged by most educators. The dispute between them shows in many cases. Knowing the background of Professor Kongjian Yu, it will be easy to understand his idea. He was born in 1963, a period in which Maoism dominated the whole nation. His thinking modes were greatly affected by that. For instance, there are many Maoist symbols in his articles and speeches, like red color (symbolizing revolution), big foot theory (little foot are prohibited after the foundation of new China), even the criticism of traditional garden is marked by some of the same tone as Maoism.

5.3 EDUCATORS' UNDERSTANDING OF CONTEMPORARY ISSUES IN CHINA

Argument can help people think, while consensus can help people do. In this research, I find educators do have some consensus. Firstly, they all mention that landscape architecture should solve contemporary issues in China, especially environmental degeneration and the tension between growing population and limited natural resource. Secondly, they all claim to recall and reshape our cultural identity in landscape design and planning practices.

Professor Yufan Zhu (THU) noted: 2005 年左右地产市场的"新中式"现象就是传统文化现代自省的表征…… 此后还会不断间隔性显现至成熟…… 未来 10 年风景园

林将继续呈现全球化和多样化的发展趋势，如何传承本土文化将是规划设计上的最大挑战。

The phenomenon in 2005, the 'new traditional style', which was popular in the real estate market, represents the introspection of traditional culture…this phenomenon will continuously appear until mature…in the future 10 years, landscape architecture will follow the trends of globalization and variation, and how to inherit vernacular culture will be a great challenge in planning and design (2009, 101).

Even Professor Kongjian Yu (PKU) considers if China loses its cultural identity, the very meaning of the nation ceases to exist. Professor Xiong Li (BFU) said in an interview: "民族的才是世界的" (2009, 46). To my understanding, he believes that our culture will be accepted and valued globally, only if it is fully acknowledged and respected by the Chinese people ourselves.

5.4 EDUCATORS HOLD DIFFERENT ATTITUDES TOWARD NAMING THE DISCIPLINE

On the Peking University website, there is a page describing the MLA degree. It says: "Master of landscape architecture (MLA) in Europe and America should be translated as '*Jiangguan sheji shuoshi*'(景观设计硕士)." And their publication also use the term *jingguan*.

Educators in Tsinghua University on the other hand choose a neutral way. They try to avoid paying too much attention to this argument by considering that "Actions speak louder than words," which is the motto of this university.

Dr. Hailong Liu (THU) stressed: 实际上我觉得大家希望是一样的。但是因为名称的不同，背后的专业背景、学校的背景还有历史渊源都有很大不同。所以名称的争论还是会比较敏感，而且影响比较大的。其实我觉得是一回事。

Actually I think educators (on both sides of the argument) have the same desire (in terms of what this discipline should do). Because they use different name now, and their academic background and university background are different, the argument seems sensitive and may influence widely. However, actually I think they talk about the same thing (Interviewed in June 2009).

Dr. Yobo Zhuang (THU) had the similar idea: 其实允许争论，认识大家不可能完全一致的。你可以叫这个可以叫那个也没有关系，大家都告诉你他们两个是一样的，中间可以划等号就行了。

There could be argument, and people's mind will not be exactly the same. You can call it this way or that way, it doesn't matter, only if people agree that the two names are equivalent (Interviewed in June 2009).

Dr. Dongfan Wu (THU) suggested that: ..... 到一定时候差不多应该放下。等再过一段时间，到时候了还自然会反思，如果需要的话，自然还会有一次新的争论。

(People) should stop the argument at certain point, and wait for a while. Then there will be rethinking in the future, if there is a need, a new argument will emerge. (Interviewed in June 2009)

However, Professor Jie Hu (THU) preferred the term *yuanlin*. He explained that: 我不喜欢景观这个词，因为它限制于视觉。因为景和观是谈视觉感受的。我觉得它不是一个视觉的东西，也不是一个唯美的东西。

I do not like Jingguan, because it is limited to visual perception. Both "Jing" and "Guan" describe visual feelings. I do not think it (landscape architecture) is only about vision, nor about aesthetics (Interviewed in June 2009).

As a foreign faculty member of Tsinghua University, Professor Frederick Steiner prefers the term *jingguan* as the tile of the discipline*:* "Geographers and ecologists have been very important here for that broader definition (of landscape) as well." He commented that "it's the way they organize the school (Tsinghua University). Clearly, they were trying to bring a western orientation to landscape, to the new school. But I think they do a very careful job of balancing the two (in terms of the vernacular tradition and the imported knowledge). He added that Peking University, on the contrast, tended to reject the tradition (Interviewed in July 2009).

Beijing Forestry University persists in using the term *fengjingyuanlin*. I do not have a chance to ask this question face to face to its faculty; however, they have been using this term as the department title for a long time, and even its official journal is called *fengjingnyuanlin*. And it is the leading school in CHSLA, which also uses this term.

As an educator and scholar outside China, Professor Xin Wu perceives this argument in a more detached way: 中国的景观教育要针对中国的历史来讲。中国

的历史上景观的理解，和西方可能是不一样的。所以你这样一看，就发现根是不同的……花园在中文里面原来是不存在的，都是花圃。花园是中文翻英文的 garden。（原来我们没有这个词？）以前有，但是用的不一样。一个词，一个是形式，就是怎么写的，还有就是时代的意义。中文以前花园和菜园是对应的。在二十世纪末，十九世纪开始，在翻西方花园的时候，用了花园这个词来翻 garden。但是英文里面没有一个词对应山水，没有一个词对应于园林，没有一个词对应于苑囿，那这些都是在中国存在的。这样看的话，中国人对景观 landscape 的想法，和西方所谓的 garden 和 park 的想法是很不一样…… 我用“山水”。我觉得这个很多时候，翻译会把很多意义丢到。中国原来感觉，对景观的这种 sense，感性认识来说，是山和水。山和水其实是和你的地理联系的，而且是一个文化的概念……中国人对景观，对花园的认识，其实是非常的 diverse，而不是像西方这样一个单一的概念。中国人比方说庙，其实就是一个公共的花园…… 比如说西湖，是不是一个 garden，或者 park？英文里面就这两个词…… Garden 和 park 是有人为行为的，有人为影响，或者说 design 的 landscape。但是中国人来说对这个看法就不一样的。中国人是写一首诗，命名一个景。这就是一个花园。中国人对景观的看法和西方人完全是不同的……我觉得这些名词吵来吵去一点意义都没有，其实没有哪个 说明景观对中国人到底意味着什么。所以我倒是倾向干脆我用山水。我可以保证没有人可以 deny，因为山水是中国本土的一个词。

Chinese landscape education connects to Chinese history. The understanding of landscape (traditional garden) in the past is different from the western. From this perspective, you will see their roots are different… In Chinese there was no such term “huayuan”[27] (花园) in the old time, instead, there was “huapu”(花圃). Huayuan is a translation of the English term “garden.” (Author asks: We didn’t have the term ‘huayuan’?) We did, but the meaning of “huayuan” is different from now. A word has both form and meaning, the latter which can be different across periods. In Chinese, huayuan[28] is in contrast with caiyuan [29](菜园). By the the beginning of 19th century or end of the 20th century, people used the term huanyuan to translate the term garden. There is no English equivalent to the Chinese term shanshui, yuanlin, and yuanyou[30](苑囿) . Thus Chinese people’s perspective to landscape is quite different from the western people’s view of

[27] Today *huanyuan* has the similar meaning of garden.
[28] Flower garden
[29] Vegetable garden
[30] Generally, it is the combination of hunting area and palace gardens for emperors in ancient time.

garden and park… I use Shanshui (to translate the term landscape). I think translation will lose a lot of meanings. Chinese sense of landscape is mountain(山) and water(水), from a perceptual perspective. Mountain and water relate to geography, and they are cultural concepts... Chinese people's understanding of landscape, or of huayuan is very diverse, not like the single concept in western world. For instance, "temple" for Chinese people is a public garden… Is Xihu (西湖) a garden or a park? There are only two terms in English. (Both can't describe Xihu)… (In English) "garden" and "park" contain people's activity, with human influence and indicate designed landscape. But Chinese people have a different perspective from this. Writing a poem (for a scenery) or naming a scenery makes a huayuan. The Chinese understanding and the western understanding of landscape are quite different… I think that arguing on these terms is meaningless, and no single term can explain what landscape means to Chinese people. Thus, I prefer to use shanshui. No one will deny this term, for it is a vernacular term (2009).

5.5 EDUCATORS' THINKING GENERALLY MATCH THEIR TEACHING PRACTICE

From this comparison of the three schools in China we can see that educator's teaching practice reflects their different view of history in most ways.

Tsinghua's education philosophy emphasizes the respect for tradition, and considers that contemporary landscape education should be rooted in "Chinese culture and philosophy." It also states that urban and rural development and resource conservation are equally important. Beijing Forestry University has no clear statement of their education philosophy on its official website. However, according to its leading scholars' publications, we can see that it also expresses its respect for the traditional culture. In addition, Tsinghua and Beijing Forestry University were born in the same program sixty years ago, and they both have many publications on traditional garden research. On the contrary, Peking University celebrates a revolution in this discipline.[31] Its leader, Professor Kongjian Yu, asserts that he has set up the first landscape architecture program in China.

[31] Peking University is famous for its pioneer spirit. It played a leading role in the "May Fourth Movement" in 1919, which was a cultural and political movement at the end of feudal era of China.

From their research directions we can see that: Beijing Forestry University clearly contributes to the history and theory of landscape architecture. Cultural and natural resource conservation, especially at planning scale, is the chief characteristic of Tsinghua. Peking University pays relatively more attention to ecology and technology, and doesn't mention traditional culture as a relevant issue.

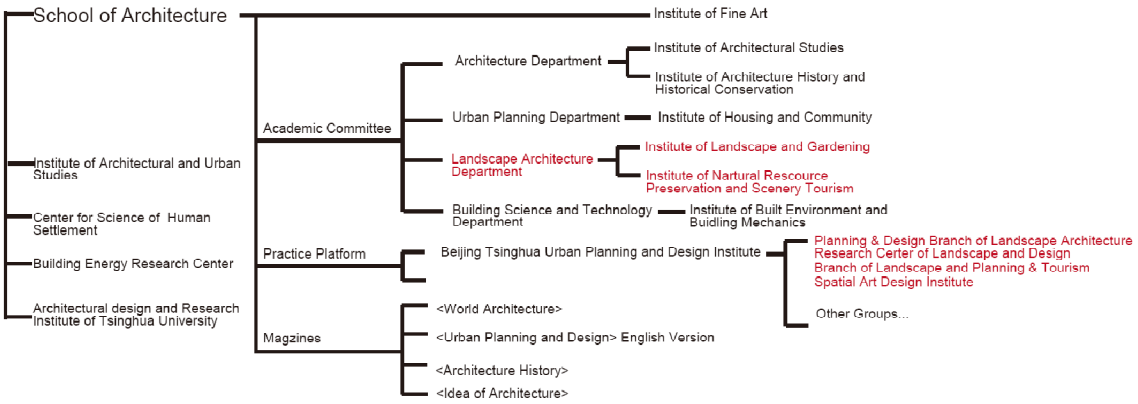
The comparison of the three schools' curriculum shows that Beijing Forestry University puts their Chinese garden history courses in its undergraduate program not graduate program; instead, there is one in the elective section. This is probably because most of its students have already taken some landscape architecture courses in their undergraduate education. Tsinghua University puts the history course in its architecture undergraduate education; this is due to its "human settlement science" framework of Architecture School. In this framework, architecture is considered as the basic education for architect, landscape architect and urban planner. Peking University has no Chinese garden history course or equivalent course. Besides difference, the three schools also have some similarity in their curriculums. All three schools provide environment and ecology theory and technology courses. This shows their consensus on the importance of environment issues. They also require urban planning courses, which show their concern about the tension of growing urban population and limited resources.

5.6 EDUCATORS' THINKING TRANSFER TO THE DESIGN MARKET QUICKLY

As government and private investment in living environment and nature preservation increase, landscape architecture will continue to develop rapidly. There is a great demand for landscape architects in this situation. Thus most educators are involved in practical projects, as well as teaching in school. Many educators even have their own design offices. In addition, in a socialist country, China, there are many national and collective enterprises. The government policy encourages knowledge to be converted to production in schools. Thus many schools have their design firms or institutions.

Tsinghua for example, has Beijing Tsinghua Planning and Design Institute, under which there are three landscape design groups led by faculty in the department. (Table 5.3) This institute is part of the Architecture School and it funds the academic research of the school. Some of the projects are cooperative work with the Landscape Architecture department. Both faculty and students have opportunities to participate in practical design work through this institution.

Table 5.3 Structure of Architecture School



Beijing Beilin Landscape Architecture Institute Co. Ltd and Beilinyuan (in Shenzhen) are two design firms related to Beijing Forestry University. Different from Tsinghua, these two firms are not school property, but some faculty members work for the firms, and students also have some opportunities to participate in design practice. Professor He Fang, also the head of Beilinyuan, said: "*Till 1990s, I guided students to do their final design and to participate in practical design work in Shenzhen, and I prepare to set up the Shenzhen office. Thus, landscape architecture education and design practice are closely combined*" (到了1990年代，我带着学生做毕业设计，参与深圳项目，并筹办深圳分院，于[是]风景园林教学与实践相结合更为密切) (2009, 90).

Professor Kongjian Yu opened his private firm Turenscape, which has offices in Beijing, Shanghai and Guangzhou. Some of the students who graduated from Peking University work in the firm. According to alumni of Peking University, the students in school could use some data of the design works in the firm to conduct research.

Because educators carry both course work and design projects, their teaching philosophy is quickly transmitted and represented in design practice, through their own work and their students' work.

5.7 THE DESIRE FOR MORE COMMUNICATION AND TOLERANCE

Some educators express their desire for more communication and tolerance in discipline development.

Dr. Liu pointed out that: 交流不够，不够开放，观点不够自由的表达.....实际上有可能这个学科本身就是一个边界不是那么严格，那么绝对的一个学科..... 是不是必

须要这么一致呢？既然不一致的话，能不能相互理解，相互认可，也能够在自己的领域内做的足够好，能够让学科得到发展.....

Communication is not enough, and (people's mind) is not open enough, ideas can not be expressed freely, to some degree… This discipline doesn't have a strict boundary…. Do we need to be so consistent? If not, could we understand and give respect to others, as well as do well in our own work to develop the discipline… (Interviewed in June 2009)

Professor Yang said: 我们也做一些工作，希望有一些基本的共同的认识。在这个基础上各自的去发展。

We can do some work to shape a consensus based on which can develop their own research interests (Interviewed in June 2009).

Professor Xiong Li forecasts the future of landscape architecture: "*(landscape architecture will) develop to a flourishing scene of prosperity, and there will be different voices in discussion*" (繁花似锦，百花争艳) (2009, 46). Professor Kongjian Yu also expressed the same wish during the visit to UIUC in 2009.

In September 2009, at its first annual meeting in Tsinghua, the theme of CHSLA was Growth and Integration. This offered an important platform for educators and designers to communicate and to continue to negotiate their ideas.

Today there is no official requirement for curriculum design in landscape architecture and no specific institutional response to supervising and monitoring professional curricula in China. The argument over the name of the discipline may change this situation, and may even result in the development of curricular design principles and evaluation standards for landscape program. Today schools have their different curriculum based on their own educational philosophy. Hopefully curriculum design in the future will have reached some agreement on the optimal structure to accomplish an integrated professional education, while at the same time representing each program's own character.

5.8 BENEFITS AND LIMITATIONS OF THIS STUDY

Due to the limitation of time and travel, this research exams only three cases of leading schools in China. In the case of Tsinghua, I have one year of study experience there, and more familiar with their teaching process. During the research of this thesis, I have had the opportunity to interview

its faculty members and get access to their archives. As for the other two institutions, my access to information was more limited. I could only interview Professor Kongjian Yu at Peking University. The lack of more detailed information results in less accurate description of the program. In addition, without an opportunity to interview faculty in Beijing Forestry University, I relied on the open information published in *Fengjingyuanlin* (one of the Chinese landscape architecture journals) who chose the interviewees. This limited my selection of the interviewees in this thesis. Thus the nine faculty members sampled may not be the best ones to shape the whole picture of this program. However, because this volume is for the celebration of 60 years of the foundation of landscape architecture education in China, I believe they chose the leading figures in the field who represented the main stream ideas.

Even from this practical perspective, this thesis can be seen as a window to understand the current debates in landscape education in China. After being introducted the leading schools and leading figures, readers can get a sketch of the education, based on which more specific issues may emerge in future research. This thesis is therefore intended as a foundation for further, or later investigation.

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Wu, Xin (Professorial Lecturer of Chinese Art, History of Art, American University), in discussion with the author, Nov. 15th 2009.

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Yu, Kongjian (Professor of Peking University), in discussion with the author, Oct. 13th 2009.

Zhuang, Youbo (Doctor of Tsinghua University), in discussion with the author, June 1st 2009.

APPENDIX A: The Curriculum of Landscape Studies Group

Number	Course	Professor	Department	Institution
1	Pencil sketch	Zongjin LI	Architecture	Tsinghua
2	Water painting	Yiyu HUA	Architecture	Tsinghua
3	Engineering drawing	Zongjiang MO, Zixuan ZHU	Architecture	Tsinghua
4	Plants	Youwen CUI		Chinese Academy of Sciences
5 *	Forestry			Chinese Academy of Sciences
6 *	Engineering survey	**ZHU	Civil engineering	Tsinghua
7	Architecture construction	Zhiping LIU, Wenlan CHEN	Architecture	Tsinghua
8	Chinese architecture	Zhiping LIU	Architecture	Tsinghua
9	Park design	Liangyong WU and others	Architecture	Tsinghua
10 *	Park construction	***	Civil engineering	Tsinghua
11	Urban planning	Liangyong WU, Yunjing HU	Architecture	Tsinghua
12	Lectures (practice)	Jiale LI, Dequan XU	Landscape architecture studio	Beijing construction bureau
13	Internship in 5 cities and summer palace in Chengde	Juyuan WANG, Youmin CHEN	Horticulture deparment	China Agriculture University

Note: This is the curriculum of the first year students. Courses with symbol * were not given actually.
The second year students: engineering survey, projection geometry, engineering drawing, painting, urban planning, Chinese architecture, combined plants and forestry to ornamental trees, park design (Lin 2007, 23-24).
Author's note: The course "forestry", "engineering survey" and "park construction" were not given in the first year. Dr. Lin didn't find enough information of the teacher of "engineering survey", he only got the last name of the teacher. And Dr. Lin didn't find the name of the teacher of "park construction".

APPENDIX B: Interview questions (for teachers in Tsinghua University)

- Objective: Faculty's understanding of the word *landscape*:
  1. "What was your understanding of landscape when the program was founded six years ago? What is your understanding now? If there are some changes, why?
- Objective: Faculty's understanding of the profession of *landscape architecture*:
  1. Do you have an educational background of traditional Chinese garden design? If you have, how long? (How long did you study?)
  2. What is the similarity and difference between traditional Chinese garden design and contemporary landscape design?
  3. How the two affect each other in China's current situation?
  4. What is the mission of landscape architect in China?
  5. Is there any professional certification of landscape architect in China? What do you think of this?
- Objective: Faculty's understanding of the academic discipline of *landscape architecture*:
  1. Why did Tsinghua University found this program?
  2. What is the difference between traditional Chinese garden design program and this program?
  3. Does the program in Tsinghua focus on in research or design? Why?
  4. What is achievement of current landscape architecture education system in China, and what needs to be modified?
- Objective: Faculty's education practice?
  1. An ideal landscape architecture program needs faculty with what kind of academic background? (For Dean)
  2. Students with what kind of academic background can apply for the MLA program? Why are those kinds of background needed?
  3. What are the teaching objectives for the classed you teach?
  4. Are you satisfied with student accomplishments?
  5. How do you choose a design problem for studio courses?
  6. Is there any difficulty because of student's lack of relevant knowledge when you teach?
  7. Do you have any suggestion to refine the curriculum?

APPENDIX C: IRB Approval Letter

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Office of the Vice Chancellor for Research
Institutional Review Board
528 East Green Street
Suite 203
Champaign, IL 61820

September 8, 2010

Elen Deming
Landscape Architecture
101 Temple Buell Hall
M/C 620

RE: *Naming the Discipline: A Comparison of Three Landscape Architecture Programs in Beijing China*
IRB Protocol Number: 10315

Dear Elen:

Thank you very much for forwarding the modifications to your project entitled *Naming the Discipline: A Comparison of Three Landscape Architecture Programs in Beijing China.* I will officially note for the record that these minor modifications to the original project, as noted in your correspondence received August 31, 2010, changing the title of the IRB application to: Naming the Discipline: A comparison of three landscape architecture programs in Beijing, China, have been approved. It has been determined that the research activities described in this application still meet the criteria for exemption at 45CFR46.101(b)(2).

This determination of exemption only applies to the research study as submitted. **Exempt protocols are approved for a maximum of three years.** Please note that additional modifications to your project need to be submitted to the IRB for review and exemption determination or approval before the modifications are initiated. To submit modifications to your protocol, please complete the IRB Research Amendment Form (see http://irb.illinois.edu/?q=forms-and-instructions/research-amendments.html).

We appreciate your commitment to university policies and regulations regarding human research. If you have any questions about the IRB process, or if you need assistance at any time, please feel free to contact me, the IRB Office, or visit our website at http://www.irb.illinois.edu.

Sincerely,

Sue Keehn, Director, Institutional Review Board

c: Mujing Niu

telephone (217) 333-2670 • *fax* (217) 333-0405 • *email* IRB@illinois.edu

Appendix D: Timeline of Education in Landscape Architecture in China

ARCHITECTURE SCHOOL OF TSINGHUA

1911 Tsinghua university was funded with part of the ‘Boxer indemnity’, as apreparatory school called “Tsinghuaxuetang”.

1946 Established Architecture Department

Professor Huiyin Lin and Professor Sicheng Liang were considered to be the founders of this program and architecture education of modern China. LIN studied art in Upenn, because as a woman, she was fobidden to study architecture. LIANG studied architecture in both Upenn and GSD. They were experts in Chinese architcture history.

1988 Established School of Architecture
Architecture Department
Urban Planning Department

2001 Add Building Science and Technology Department

2003 Established Landscape Architecture Department

LANDSCAPE EDUCATION IN TSINGHUA

1949 Professor Sicheng Liang published an article which delivered his thought of establishing landscape studies group.

1950 Professor Liangyong Wu visited GSD and Thomas Churchill, and began to think about establish a Landscape Architecture program in China.

He was a TA of Liang, and helped him found Tsinghua’s program. He studied in Cranbrook Academy of Art in, and then back to China. The 20th international conference of UIA promulgated <Beijing Charter> authorized by him as a guideline of architecture for the 21st century.

1951 Tsinghua University and China Agriculture University together established “Landscape studies group” (造园组). It was considered to be the prototype of landscape architecture program in new China.

1953 “Landscape studies group” was moved to Beijing Forestry University. Tsinghua sent faculty to teach.

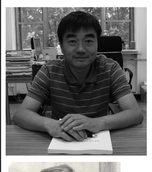
1958 Tsinghua tried to rebuild this group several times, and continued to recruit PhD students in this discipline, and did traditional garden research and scenery park planning and tourism planning.

1997 Established Institute of Landscape and Gardening

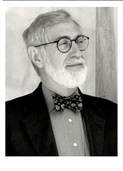
2001 Established Institute of Natural Resource Preservation and Scenery Tourism

2003 Founded Landscape Architecture Department

Professor Youguo Qin, dean of architecture school at that time. He went to US, invited Professor Laurie to join the program.



Rui Yang
Deputy Chair



Laurie Olin
Chair

CHINESE SOCIETY OF LANDSCAPE ARCHITECTURE

1948 Prototype was established in Hangzhou with its secretariat in Beijing

1966 Established “urban gardening and greening academic committee” as a branch of “China architecture committee”

1978 Established “China architecture committee landscape greening academic board”. Academic activities started.

1983 Established Chinese Society of Landscape Architecture

2005 March — Beijing Forestry University held a landscape education conference. CHSLA began to set up an council of educators.

October — IFLA changed “Taiwan Landscape Architects Society” to “Chinese Taiwan Landscape Architects Society”

December — CHSLA joint IFLA

2006 Forestry University held the first CHSLA education conference.

2007 CHSLA & Tsinghua University & Beijing Tsinghua urban planning and design institute held a symposium on Beijing Olympic park.

2009 September — Tsinghua held the first Annual Meeting of CHSLA

2010 China will hold IFLA World Congress.

LANDSCAPE EDUCATION IN CHINA

1951 Established “Landscape studies group”

1956 Forestry university established “urban and residential landscape planning” concentration.

1957 Forestry university established “Urban and residential landscape planning department”

1958 Tongji university established “Urban construction department” including “Urban planning major”. “Landscape planning concentration”.

1965 Landscape education was stopped

1984 Ministry of Education of PRC used “fengjingyuanlin” (风景园林) as the formal translation of “landscape architecture”.

1987 Government emended the catalog of higher education the second time, and divided landscape architecture into three.

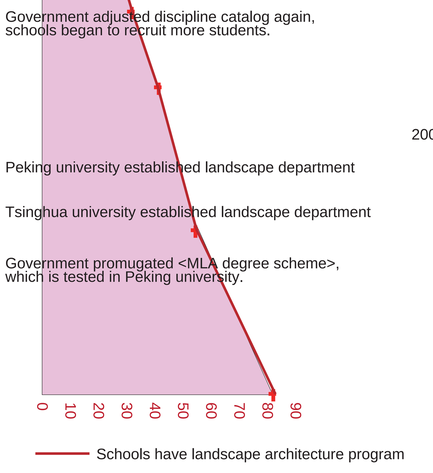
1997 Government adjusted academic catalog. Landscape design and planning was under urban planning and design.

1999 Government adjusted discipline catalog again, schools began to recruit more students.

2003 April — Peking university established landscape department

October — Tsinghua university established landscape department

2005 Government promugated <MLA degree scheme>, which is tested in Peking university.



BIG EVENTS IN CHINA

1909 Qing government subscribed <Boxer Indemnity> to compensate 3.33 hunderds million

1949 Foundation of People’s Repubic of China

1952 Learnt from Soviet Union, government adjusted academic disciplines.

1958 The Great Leap Forward movement

1960

1961 Economic policy adjustment

1964 July — Chairman Mao commanded to abolish flowerpots and ornamental gardens in governments and government owned enterprises

1966 Culture Revolution

1976

1978 Reform and Opening Up

1979 ENVIRONMENTAL PROTECTION LAW OF THE PEOPLE’S REPUBLIC OF CHINA was promulgated.

1993 Government gave some authority to schools to adjust major and concentration according to their situations.

1997 Xiaoping Deng gave a speech during his visiting to southern China. Economic development became the top task of China.

2002 Passed <Environmental Impact Assessment LAW>

APPENDIX E: Tsinghua Students' Thesis Topics

NUMBER	TOPICS	ENTRANCE YEAR	DEGREE
1	Recovery of the Lost Rural Landscape of Beiwu Village	2004	Master
2	Defensible Planning: a case study of Qinglongqiao Area	2004	Master
3	From Waste Water Drainage to Green Corridor: Landscape Reformation of the Xiaojiahe River	2004	Master
4	Restoration of Traditional Experience to the Garden Landscape Design of the East Gate of Summer Place	2004	Master
5	The Paths and Nodes of Urban Spaces Take Chengde as an Example	2004	Master
6	Establishment of the bicycle route system in historical area of Three Hills and Five Gardens	2004	Master
7	Daily Visitor's Activities in the Temple of Heaven and the Management of their Social Space	2005	Master
8	A System Approach to Manage Tourist Behavior in Temple of Heaven	2005	Master
9	Landscape Planning and Design Based on Principles of Cultural Ecology	2005	Master
10	Planning and Design of Plantings for Experiential Environments	2005	Master
11	Research on the Landscape Strategy for Conservation and Development：Landscape Design of the Core Area	2005	Master
12	Eco-planning of Water System of Erdos Forest Park and Design of Dry Land Botanic Garden	2005	Master
13	Bird Habitat Conservation Planning and Design——Tieling Lotus National Wetland Park	2005	Master
14	Ecological Restoration and Landscape Design of the River Connecting Yangchun Lake and East Lake in Wuhan	2006	Master
15	Design for suburban villages under city expansion	2006	Master
16	Study on the Gulang Island Public Space Vision Image	2006	Master
17	Landscape Reconstruction of Deserted Quarry Site Based on 'Capability'	2006	Master
18	Water Power in New Countryside Development	2006	Master
19	Research on the Practice of Land Art in Landscape Planning and Design	2006	Master

APPENDIX E (cont.)

20	The Simulation Design of Scholar's Garden in Song Dynasty——Take OuYangXiu Garden as an Example	2006	Master
21	Two-pronged landscape restoration model research	2007	Master
22	Reconstruction and Suture—— Ideal Landscape Urbanism	2007	Master
23	Landscape Restoration of Mining Lands——Landscape Planning in Dananhu,Tangshan Nanhu Eco-city	2007	Master
24	Study on Environmental Impact Assessment of General Management Plan for Chinese National Parks	2003	Doctor
25	Study on Rockery of Chinese Imperial Gardens	2006	Doctor